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ANALYSIS,
PARSING AND COMPOSITION:

WITH DIRECT REFERENCES TO

THE COMMON SCHOOL GRAMMAR
AND
ANALYTICAL AND PRACTICAL ENGLISH GRAMMAR
OF DR. BULLIONS'S SERIES.

ALSO ADAPTED TO

ANY CORRECT GRAMMAR OF THE ENGLISH LANGUAGE.

BY

JAMES CRUIKSHANK, LL. D.,
FORMERLY EDITOR OF "THE NEW YORK TEACHER."

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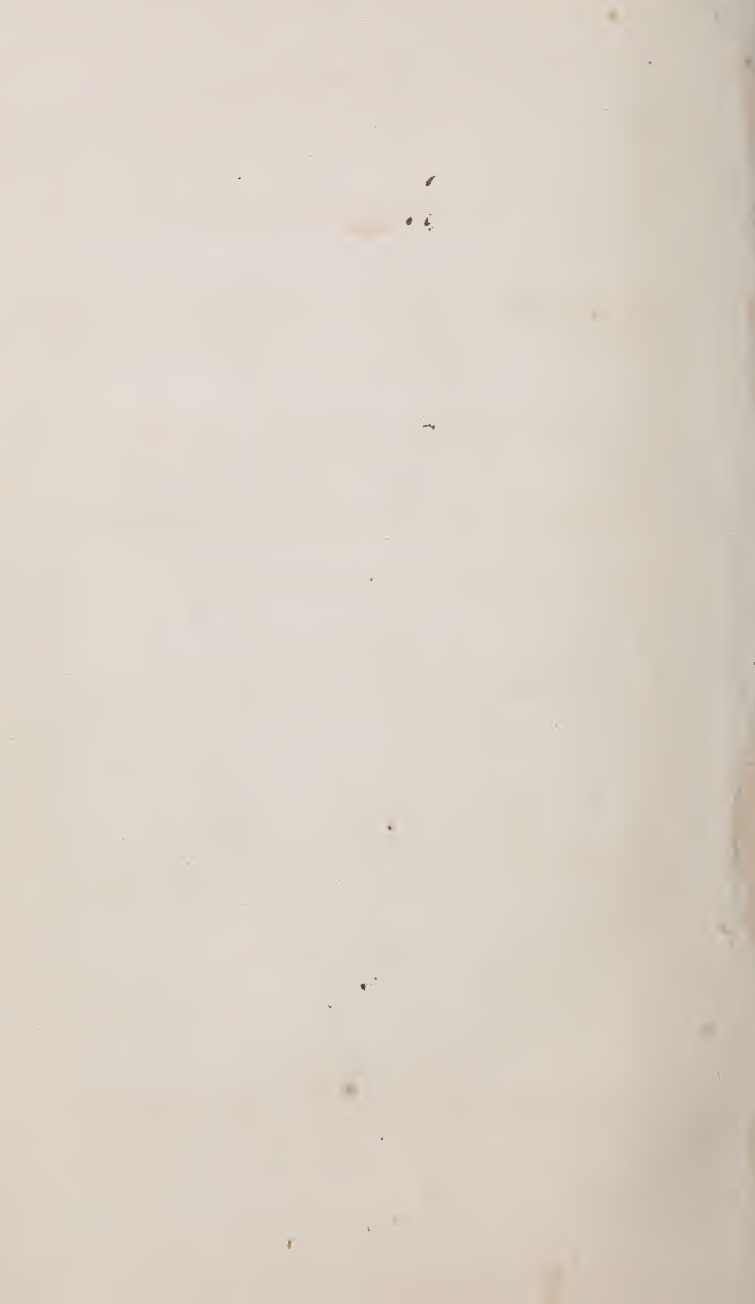
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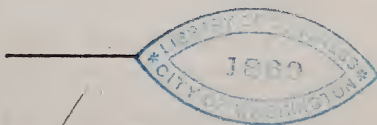
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ASSISTANT SUPERINTENDENT OF SCHOOLS, BROOKLYN, N. Y.



NEW YORK:

PUBLISHED BY SHELDON AND COMPANY,

498 AND 500 BROADWAY.

1870.

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P R E F A C E .

THE design of this manual, as its title indicates, is not to furnish an independent treatise on language, but only to afford an additional aid to its study and use, in connection with the standard grammars to which it refers.

The first part enters fully into the structure of the sentence, and by familiar examples, carefully selected, illustrates most of the combinations which the English sentence exhibits. The frequent references to the excellent and almost exhaustive treatises of Dr. Bullions will serve to refresh the memory of the pupil in the principles therein so ably stated, and in many instances, it is believed, assist him in a more thorough mastery of their application. It is believed that the sections relating to the structure of derivative words will be found of practical value, embracing

in small compass all that is most needful in that department.

The second part gives a series of selections which will be found profitable for analysis and parsing; whilst the references, especially in cases of unusual idiom or construction, will materially aid the beginner, and serve to impress them practically upon his mind.

In the third part an attempt has been made rather to suggest some practical methods in composition, than to present either extended and tiresome exercises, or an exhaustive statement of the laws of rhetoric. The formal study of that art requires a separate and more pretentious treatise.

BROOKLYN, 1869.

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ANALYSIS, PARSING, AND COMPOSITION.

PART I. ANALYSIS.

[REFERENCES. — The foot notes answering to the references in the text are, 1st, to the *paragraphs* in Bullions's Analytical and Practical English Grammar (A. & P. Gr.), and, 2d, to the *Lessons* in Bullions's Common School Grammar (C. S. Gr.). The figures in parentheses in the text refer to the Sections of this book.]

1. *Grammar* has been defined as “the art of speaking and writing correctly.”¹ The *study* of *grammar*, therefore, should result in *skill* in the use of language. Grammars can not make language: they can only interpret it.

2. From the *examination* of *language* as we find it in the use of the best speakers and writers, we discover the *form*, *office*, and *construction* of *words*, whence we derive general *principles* and *laws*.

A. & P. Gr. — 13.

C. S. Gr. — 1 Lesson 1.

3. The *study* of these laws and principles, together with *practice* in their application (that is, composition, either oral or written), tends to confirm us in the *right use of language*—in expressing our thoughts in “a correct and proper manner, according to established usage.”²

4. The “ELEMENTS OF GRAMMAR,” as generally presented in the text-books, puts us in possession of a *nomenclature*, to aid in an analysis of language as we find it in common use.

5. But a technical knowledge of grammatical nomenclature, definitions, inflections, and rules, does not necessarily or generally result in skill in the use of language, or much exalt it into an aid to thought. Such knowledge is but a means to an end.

6. The most obvious means, then, to become thoroughly and practically acquainted with a language, is,

1. To *read critically* and with this end in view, according to the methods hereinafter presented, the works of our *best authors*, and,

2. To practice the *Art of Composition*, guided by these as models, and assisted by a just system of analysis and composition.

Such system it is the design of this little book to furnish.

DIVISIONS OF THE SUBJECT.

7. There are three principal considerations in the study and use of language : —

1. The *meaning* of words.
2. The *relations* in which they stand to each other.
3. Their *use* in accordance with the laws of language and the principles of style (304) *to express thought* with force and elegance.

8. The first of these is embraced in *Lexicology*.

9. The second is properly the office of *Grammar*.

10. The third belongs to *Rhetoric*, and in its simpler expression embraces “The Elements of Composition.”

11. The “*Part of Speech*” assigned to a word is of far less moment than correctness in its use to signify the idea it is intended to represent, and its proper relation to other words.

12. The *grammatical* relation also of a single word often amounts to little where the sense depends upon the associated meaning and office of *several words* performing a distinct sentential office (37).

13. 1. *Phrases* and *clauses* (32. 2. 4), therefore, in any just philosophy of language, demand special attention.

2. For example, sentences of the *most various meaning* may be framed with the same grammatical¹ subject and the same leading verb; as, —

The *love* of money is the root of all evil.

The *love* of virtue is a source of happiness.

A. & P. Gr. — ¹608.

C. S. Gr. — ¹Lesson 42. I.

14. In *parsing*, as well as in *composition*, we should first take account of the sentence *as a whole*,¹ then of its *clauses* and *phrases*, and lastly of the individual *words* that go to make up and give to each part its special shades of meaning.

Relations of Words.

15. The *office* which words in a phrase or sentence perform with respect to each other is called their *relation*.* The *relation of words* is expressed in *three ways*:—

1. Words may be united *without any sign*, in accordance with the idiom † of the language, by their *position* only, so that no explanation can make their relation more apparent; as, “Good boy,” “John runs,” “He wrote a letter,” etc.

2. By *inflection*. This is, perhaps, in English, only a special case of the preceding, indicating rather the *form* to be used than anything peculiar in the relation proper. The *possessive* case may, however, be regarded as a proper example; as, “On eagles’ wings.”

3. By *connectives*. The principal of these are as follows:—

* When the mind so considers one thing, that it does, as it were, bring it to and set it by another, and carries its view from one to the other, this is, as the words import, *relation* and *respect*. — *Locke, Hum. Understand.* Bk. II. ch. 25.

† An *idiom* is a mode of speaking or writing foreign from the usages of Universal Grammar, or the general laws of language, and restricted to the genius of some individual tongue; a mode of expression peculiar to a language. — *Brande, Encyc.*

(a.) *Conjunctions*, uniting words or sentences.*

(b.) The *relative*, connecting its clause with the antecedent, which in all cases it limits (115).

(c.) *Conjunctive adverbs*; as, It remains *where* it was.¹

(d.) A *preposition* connects the *principal* word in its phrase with the word which the phrase limits (160); as, He *went* to the *city*. The *word limited* is called the *antecedent* term of the relation. The *substantive* following the preposition is called the *subsequent* term.

(e.) The *attributive*² verb connects the attribute as a limiter of its subject; as, John *is* wise; Grant *is* president.

Practical Exercises.

16. Examine each of the following sentences (32. 3), in a practical way, without any of the technical machinery of grammar, and we shall easily find the elements of some of the principles upon which the right use of language depends.

1. The great business of man is to improve his mind and govern his manners.

2. The whole universe is his library; conversation, his living studies; and remarks upon them are his best tutors.

3. Learning is the temperance of youth, the comfort of old age, and the only sure guide to honor and preferment.

(1.) The great business . . . is $\left\{ \begin{array}{l} \text{to improve his mind} \\ \text{and} \\ \text{[to] govern his manners.} \end{array} \right.$
 of man

In this sentence, that of which the statement is made is, "the

* For more particular discussion of the different classes of conjunctions, see A. & P. Gr. 561, et seq., and 944-969.

A. & P. Gr.—¹534. ²319.

C. S. Gr.—¹Lesson 31, Obs. 6. ²16. 5.

This sentence has three attributes (78) of the subject connected together.

4. "His head, which was covered with a white linen cap, his shriveled hands, and his voice, were all shaken under the influence of a palsy; and a few moments ascertained to me that he was perfectly blind." — *Wirt's Blind Preacher*.

(4.) Re-arrange this sentence so that the relation of its parts may be more readily seen: —

His head,	}	all . . . were shaken
<u>which was covered</u>		
<u>with a white linen cap,</u>		
his shriveled hands,		
and		
his voice,	}	under the influence
and		
a few moments . . . ascertained . . . that he was perfectly blind.		of a palsy;
<u>to me</u>		

(a.) In this simple description there are two main propositions, given in the order of their apprehension by the writer, and connected by the word *and*.

(b.) The first member (52) tells something of "head," "hands," and "voice." For greater clearness and force, as the first part of the sentence is long and complicated, they are represented by the added word "all." It is said of them, that they "were shaken," etc.

The word "head" is described [or limited] directly by "his," referring to "preacher," in a preceding sentence, and, incidentally, by the clause "which was covered," etc.; and "covered" is limited, to *tell how*, by the phrase "with a white linen cap."

"His" and "shriveled" describe "hands." The first part of the sentence, to and including the word "all," is called the *subject*; for it contains that of which the proposition treats.

The remainder — "were shaken under the influence of a palsy" — tells something of the subject, and is called the *predicate*. The principal words are "were shaken," limited, to tell

the means or instrument, by "under the influence," etc.; and "influence" is limited by "of a palsy."

(c.) In the second member the subject is "a few moments." The leading word in the predicate, "ascertained," is of such a nature that it *must* have something after it to complete the sense, viz., what was ascertained, and this is represented by the entire clause (32. 4), "that he was perfectly blind."

NOTE. — Taken by itself, this last clause also has subject and predicate. Point out each.

5. Point out the subject and predicate in each of the following sentences. State the principal word in each, and show by what word or words it is limited or described: —

"Here rests his head upon the lap of earth,

A youth to fortune and to fame unknown."

"The love of praise is a passion deeply fixed in the mind of every extraordinary person."

"Truth is the basis of honor; it is the beginning of virtue; it liveth and conquereth for ever."

"The heart and the tongue are the best and the worst parts of man."

"Proficiency in language is a rare accomplishment."

"He who is first to condemn, will often be the last to forgive."

[Additional exercises may be found in Part II.]

17. Presuming that the pupil has carefully considered these sentences, and is familiar with at least the elements of etymology, we may proceed to a more formal statement of the principles of *grammatical analysis*.

Definitions.

18. *Language* is the means by which we express our thoughts.¹

19. Language has been characterized as *natural* or *artificial*.

A. & P. Gr. — ¹ 1.

C. S. Gr. — ¹ Lesson 1.

20. Under the former are included, 1st. Cries and Gestures, called *absolute* language; and 2d. Speech, called *conventional* language — differing among different peoples in various parts of the world.

21. The latter embraces, 1st. *Painting, Sculpture*, etc., understood in common by all men, yet modified in their force by the culture of those whom they address, called *absolute*; and 2d. *Conventional Artificial* language, as exhibited in *emblems, hieroglyphics, writing*, etc. This scheme may be shown as follows: —

LANGUAGES ARE	{	Natural	{	Absolute — <i>Cries and Gestures</i> .
			{	Conventional — <i>Speech</i> .
	{	Artificial	{	Absolute — <i>Painting, Sculpture</i> .
			{	Conventional — <i>Emblems, Signs, Hieroglyphics, Writing</i> .

22. In the present treatise our discussion must be confined to the *use of language* in *speech* (including by implication its representation in writing).*

23. Locke says, The ends of language in our discourse with others, are chiefly these three: First, To *make known* one man's *thoughts* or *ideas* to another; Secondly, To do it with as much *ease* and *quickness* as possible; and, Thirdly, Thereby to convey the *knowledge* of *things*. Language is either abused or deficient when it fails of any of these three. — *Hum. Understand.* Bk. iii. ch. x. § 23.

24. *Grammar*, in its technical sense, is confined to the *meaning* and *uses* of *words* in the expression of *propositions*. It embraces the sentence, and does not necessarily extend to continued discourse.

25. *Composition* uses grammar as an aid to *correct speaking* and *writing*, but embraces, in addition, the process of *thought* † in unfolding, in

* “Grammar is the art of true and well speaking a language; the writing is but an accident.” — *B. Jonson*.

† “But thought and language have ever been most intimately allied. If

regular and systematic order, ideas and relations referable to some central theme.

26. The *analysis* of sentences is in accordance with the principles of language, for the purpose of ascertaining its laws, that, being understood, they may be used in composition.

27. The necessity for language grows out of our *consciousness* of *impressions*, and the existence, primarily, of things (including qualities, states, and conditions) outside of ourselves to make these impressions.

28. When an *object* is presented to the senses, and perceived by the mind, the impression or image that remains is called an *Idea** of the object. [We shall use this term in this simple sense.]

29. When the mind is *conscious of a relation* between two (or more) ideas, we are said to think. This act of the mind is *Thought*.

language, by its originality of structure and its native richness, can in its delineations interpret thought with grace and clearness, and if, by its happy flexibility, it can paint with vivid truthfulness the objects of the external world, it reacts at the same time upon thought, and animates it, as it were, with the breath of life. It is this mutual re-action which makes words more than mere signs and forms of thought; and the beneficent influence of a language is most strikingly manifest on its native soil, where it has sprung spontaneously from the minds of the people, whose character it embodies." — *Cosmos*, I. 37.

* Words, also, being immediately the signs of men's ideas, and, by that means, the instruments whereby men communicate their conceptions and express to one another those thoughts and imaginations they have within their own breasts, there comes, by constant use, to be such a connection between certain sounds and the ideas they stand for, that the names heard almost as readily excite certain ideas, as if the objects themselves, which are apt to produce them, did actually affect the senses. Which is manifestly so in all obvious sensible qualities, and in all substances that frequently and familiarly occur to us. — *Locke, Hum. Und.* Bk. III. ch. ii. 6.

30. We form a *judgment** of some subject of thought when we *affirm* or *deny* some quality or circumstance respecting it.

31. (a.) An *Idea* is a mental *image* of a thing.

(b.) A *Thought* is the consciousness of *relation* between ideas.

(c.) A *Proposition* is a judgment of the mind which may be put into words.

32. The forms of *language* used to express these distinctions, may be defined as follows:—

1. A *word*¹ is the sign of an *idea*; as, boy, good, runs.

2. A *phrase*² is the expression of a *thought*.

[It is two or more words rightly put together, but not containing an affirmation or making complete sense; as, “In truth” — “Green grass,” etc.]

In grammar this term is generally limited to the *adjunct* formed by a *preposition* and its *regimen*.³

3. A *sentence* is the form of *words* used to express a *proposition*; ⁴ as, “Snow is white” — “God created the world” — “When I would do good, evil is present with me.”

NOTE. — The term *proposition* is used in this manual to signify the *substance* of the judgment. The *sentence* is the *form of words*, considered in their meanings and relations.

* *Judgment* is that operation of the mind through which, joining *different ideas* together, it *affirms* or *denies* the one of the other; as when, for instance, having the ideas of the *earth* and of *roundness*, it affirms or denies that the earth is round. — *Fleming*, p. 275.

A. & P. Gr. — ¹80. ²593. ³539. ⁴585.

C. S. Gr. — ¹Lesson 2. ²38. ³32, Obs. 3. ⁴38.

4. A *clause* is a form of words having in itself all the *attributes* of a *sentence*, but used in another sentence to *limit* it or some part of it; as, *If I have done you wrong, pardon me.* The land, *which he first discovered*, is called San Salvador. He directed *the boy to study.* I saw *him leading the horse* (108).

NOTE.—An infinitive, participial, subjunctive, or relative clause can never be used alone, but only in connection with a principal sentence containing a *finite* verb. — A. & P. Gr. 661. 4.

33. A *tabular view* of these terms, as here used, may be exhibited as follows:—

Thing	Product in the Mind	Idea	Expressed by	WORD.
Perception of relation		Thought		PHRASE.
Judgment		Proposition		SENTENCE.

THE SENTENCE.

34. Every *sentence* consists of *two parts*; * that of which the affirmation is made, and that which is affirmed of it.¹

1. The *subject* is that of which the affirmation is made;² as, *Fishes swim*; *Good boys obey their parents.*

2. The *predicate* is that which is affirmed of the subject;³ as, *Children should obey their parents.*

* Some authors prefer to regard transitive sentences as having *three* parts—the *subject*, *predicate*, and *object*; but this seems less philosophical. The *object* in a transitive sentence is as much a part of the predicate as any other word can be.

A. & P. Gr.—¹586. ²586. ³586. 2.

C. S. Gr.—¹Lesson 39.

EXAMPLES.

<i>Subject.</i>	<i>Predicate.</i>
John	sleeps.
The earth	is round.
Good boys	obey their parents.
The soldier	was killed in battle.
The book which I lost	has been found.
The desire to do good	is commendable.
My greatest desire	is to go if I am able.

35. The *Sentence*, in its simplest form, consists of only *two words*; as, “Birds fly;” but either the subject or predicate, or both, may be *enlarged* as follows:—

<i>Subject.</i>	<i>Predicate.</i>
<i>Simple Form</i> Birds	sing.
<i>Enlarged Form</i> . . . <i>Little birds</i>	sing <i>sweetly</i> .

1. When the sentence is *transitive* (active) (**47**), it may be further expanded by an *object* to complete the sense.

<i>Subject.</i>	<i>Afirmer modified.</i>	<i>Object.</i>
Good men	employ rightly	their opportunities.

2. When it is *attributive* (**49**), it is completed by adding an *attribute* of the subject; as,

Honey . . . is *sweet to the taste*.

NOTE.—An *adjunct* (**40. 2**) limiting the object is of the same nature as one limiting the subject.

36. We have, therefore, *two classes* of words, called *elements*—those essential to the expression of any proposition, and those used at pleasure for purposes of modification.

Elements of the Sentence.

37. Any word, phrase, or clause performing a *distinct* office * in a sentence is called an Element.¹

Thus in the sentence, "Good boys study diligently," there are *four* elements, each word having a specific office in the expression of the proposition. But in the sentence, "Boys, who are good, study with diligence," there are only four elements — the subject, *boys*; the relative clause, *who are good*, performing the office of an adjective; the affirmer, *study*; and the prepositional phrase, *with diligence*, performing the office of an adverb.

[Separately considered, in Analysis, the relative clause has *its own* elements — subject, affirmer, and attribute.]

38. The *elements* of a sentence are either *principal* or *subordinate*.

39. The *Principal elements* are such as are essential to the structure of *any* proposition — the subject and affirmer; † thus in the sentence, "Good boys study their lessons diligently," the principal elements are *boys* and *study*.

40. *Subordinate elements* are those which limit the principal elements. They are of three kinds.

1. *Complementary elements*, used to *complete* the assertion demanded by transitive and attributive verbs,² viz., *objects* and *attributes*; as, "He struck the *table*." "Snow is *white*."

2. *Adjuncts*, ‡ used directly to *limit* the princi-

* An *element* is 'one of the simplest or essential parts or principles of which anything consists, or upon which the constitutional or fundamental powers of anything are based.' — *Webster*.

† The noun and the verb are the types of these. (See 166.)

‡ An *adjunct* is a word, phrase, or clause *joined* to another word for the purpose of *limiting* or defining it; as, *Good boy*. An *attribute* is

A. & P. Gr. — ¹594. ²317, 319.

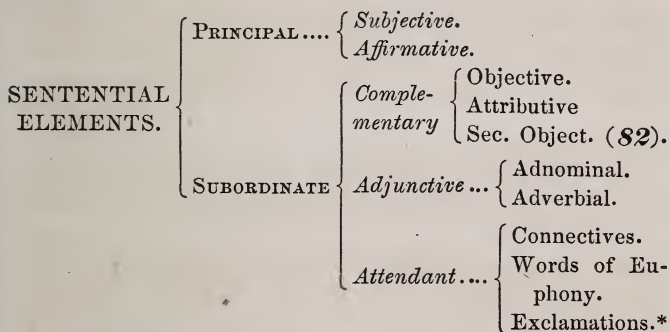
C. S. Gr. — ²Lesson 16. 3, 5.

pal elements. The adjuncts are distinguished as *ad-nominal* (adjectives) and *adverbial*.

3. *Attendants*, including words of euphony, connectives, and exclamations.

NOTE. — The *Preposition* is not properly a sentential, but only a phrase element; for the prepositional phrase, *as a whole*, is always an adjunct.

4. Any subordinate element may itself be limited by another.



Classification of Sentences.

41. *Sentences* may be divided into classes,¹ to indicate the several *relations* which they bear to *discourse*.

the name of any property or characteristic *affirmed* of a subject; as, John is *good*. It may be a noun, pronoun, phrase, or clause.

* *Interjections* are sometimes used to indicate, in some sense, the emotion of the speaker in regard to the *thought* expressed in the sentence with which they are joined; as, “O, for a lodge in some vast wilderness!” “O, that I had known!”—I long for a lodge, etc. I wish that I had known.

For more particular discussion, see (109).

A. & P. Gr. — ¹588.

C. S. Gr. — ¹Lesson 40.

I. As to the *form** of the affirmation, or mode of expressing it, they are *Declaratory*, *Interrogatory*, *Imperative*, or *Exclamatory*.¹

II. As to the *nature of the Predicate*,² into *Transitive*, *Intransitive*, and *Attributive*.

III. According to the *number of Propositions*³ they contain, into *Single*† and *Compound*.

I. Forms of Sentences.

42. A sentence is *Declaratory* when it makes a direct statement; as, "God is good." "To be virtuous is to be happy." "He most lives who thinks most."

43. An *Interrogatory* sentence asks a question; as, "Are the virtuous the most happy?" "Heard ye not the sound?"

44. An *Imperative* sentence expresses a command or an entreaty; as, "Hence! Home! Get you home!" "Give us, this day, our daily bread!"

45. An *Exclamatory* sentence implies an affirmation by making an exclamation; as, "What a piece of work is man! How noble in reason! . . . In apprehension how like a god!"

46. The same sentence may, in its several clauses and members, contain two or more of these forms; as, "And he said, 'How old art thou?'" "Get thee behind me; for thou art an offense unto me."

* Strictly speaking, this distinction should be referred to the *proposition* rather than the *sentence*, as the *syntactical* relations of the words differ in no respect in these several classes.

† The propriety of using this term here instead of the customary term *simple*, must be apparent. (53. 1.)

A. & P. Gr. —¹589. ²590. ³591.

C. S. Gr. —¹Lesson 40, I. ²40, II. ³40, III.

II. Nature of the Affirmation.

47. A *Transitive* sentence affirms an *act* done by some person or thing to *another*; as, "Cæsar conquered Gaul."

The meaning of the verb is not satisfied unless there is a *receiver* of the act. Thus, the verb *conquered* is transitive, for the act is impossible unless there be some other person or thing than the doer.

48. An *Intransitive* sentence asserts an act or state of its subject, which has no object; as, "He walks." "He sleeps." "God moves in a mysterious way."

49. The *Attributive* sentence asserts and connects an attribute with its subject; as, "Life is short." "The apple tastes sweet." "Newton was a philosopher."

1. The *verb* in the attributive sentence generally performs only the office of *uniting* two ideas, and has in itself, often, no special meaning.

2. The verb *to be* is the most usual *copula*;¹ but a few other verbs perform a similar syntactical office; such as, to *become*, to *seem*, to *appear*; verbs expressing the *relation of a subject* to the *senses* or consciousness, whereby a *quality is perceived*; as, "It *tastes* sweet," "It *sounds* loud," "It *feels* smooth," "It *smells* fragrant," etc.; verbs of *motion* or *position*; and the *passives* of *call*, *name*, *style*, *appoint*, *choose*, *make*, *esteem*, *reckon*, *elect*, etc.

A. & P. Gr. — 1587.

C. S. Gr. — ¹Lesson 39. 2.

III. Number of Propositions.

50. A *Single sentence* expresses only *one* proposition; as, "Life is short." "Life, which is short, should be well improved." "Time and tide wait for no man."

51. A *Compound sentence* consists of two or more single sentences so united as to express *several related* propositions; as, "The wicked flee when no man pursueth; but the righteous are bold as a lion."

52. The single sentences which make up a *compound* sentence are called *members*. Each *member*, in analysis and parsing, is to be treated as a *single* sentence.

Single Sentences.

53. Single sentences may be divided into three classes — *Simple*, *Composite*, and *Complex*.

1. A single sentence is *Simple* when it contains but *one subject* and *one verb*, and, if transitive, *one object*; if attributive, *one attribute*; as, "The sun shines brightly." "The sky is clear." "Keep thy heart with all diligence."

REMARK. — A single sentence may be limited by any number of adjunct *phrases*; but *not* by an *infinitive*, *participial*, or other *clause*.

2. A single sentence is *Composite* when it has two or more subjects, verbs, objects, or attributes, and is said to be *compound* in the part thus affected;* as,

* *Two or more subjects* of thought may be present to the mind so that we unconsciously refer to them the same attribute or act; and

"*John and James are brothers.*" "*Cæsar came, and saw, and conquered.*" "*The sky is bright and clear.*" "*He purchased a book and a slate for thirty cents.*"

NOTE. — Such sentences are not to be confounded with the *compound sentence*, which expresses two or more *distinct* propositions.

Any sentence may have two or more adjuncts of the same word; but when these are only words or phrases, they are not regarded in the classification.

even when the sentence with a single predicate could be expanded into several distinct members, it is generally better to regard it as the expression of a single proposition.

There is no doubt that, for the sake of conciseness or force, or a more evident relation, we sometimes *revise two or more judgments* before we formulate them in language, and suppress a common term. Indeed, the judgments need not have been simultaneous, but become such in expression after review and discovery of their common relation.

The same may be remarked of predicates affirmed of one subject, or of two or more combined.

Many judgments of two or more subjects, from their very nature, forbid that the subjects should be separated in analysis, since they are manifestly united in thought; thus, "*John and James are brothers.*" "*Two and three are five.*" "*Henry and Thomas ran a race.*"

Compound Predicates are sometimes *sequences*, whose force is greatly impaired by the attempt, even when it is possible to separate them, by supplying ellipses, into distinct members.

The argument for a classification based upon as many distinct members as a condensed sentence (*101*) is capable of being expanded into, would prove, if carried out legitimately, too much; for as well might two adjectives limiting the same noun require each a separate sentence for its expansion. Thus:—

$$\text{He is a wise and good man} = \left\{ \begin{array}{l} \text{He is a wise man} \\ \text{and} \\ \text{He is a good man.} \end{array} \right.$$

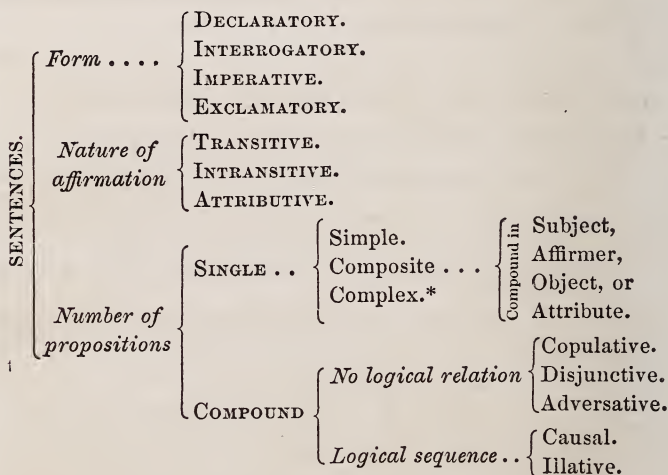
The following, as an example of the extreme view referred to, may be expanded into twelve sentences:—

"With every effort, with every breath, and with every motion, — voluntary or involuntary, — a part of the muscular substance becomes dead, separates from the living part, combines with the remaining portions of inhaled oxygen, and is removed,"

3. A single sentence is **Complex** when it contains a limiting clause¹ (32. 4); as, “*Though he slay me, yet will I trust him.*” “*He that giveth to the poor lendeth to the Lord.*”

[** For discussion of limiting clauses, see (108.)]

54. The **Classification of Sentences** is exhibited in the scheme:—



Of the Subject.

55. The **subject** of a sentence, in its most elementary form,² consists of a **single word** (a noun or pronoun); as, “*Birds fly.*”

56. It may be enlarged, —

1. By prefixing **adjective words** as limiters; as,

* Having a variety of limiting clauses. (108.)

A. & P. Gr.—¹635. ²608.

C. S. Gr.—¹Lesson 4. ²42. I.

“The *little* birds sing sweetly.” Several adjectives may be joined to the same noun; as, “The *beautiful little* birds carol their *sweet, glad* notes.” By a noun in the possessive case; as, “The *moon’s* pale light.”

2. By an *adjunct phrase*; as, “The love of *money* is the root of all evil.”

REMARK. — The word which is *grammatically principal* is in *sense* often *subordinate*. This is, however, generally a weak style, and should be avoided; as, “One of the *most remarkable events* took place during the reign of this monarch.” “The *quality* of mercy is not strained.” “The *body* of water which we call the ocean surrounds the earth.”

3. By a *substantive in apposition*;¹ as, “Alexander, the *coppersmith*, was not a friend of the apostle Paul.”

4. By a *relative clause*² (115), performing the office of an *adjective*; as, “The boy, *who came here yesterday*, has returned.”

5. By an *infinitive clause*; as, “The desire *to please*, when properly directed, is praiseworthy.”

6. By a *participial clause*; as, “Cæsar, *having crossed the Alps*, descended into Italy.” “*Having been deceived* by false friends, he lost faith in man.”

7. By an *appositive clause*; as, “The hope, *that he might at last succeed*, cheered him in his toil.”

8. A *grammatical subject* may have *several* modifiers; as, “The *brave man, who thought not of his own safety, having rescued the child*, was applauded by all.”

57. The person or thing *spoken of*, unlimited by other words, is called the *grammatical subject*.¹

58. The *logical subject* is the grammatical, together with all the words, phrases, or clauses by which it is limited, *prior to the predication*.

Simple and Compound Subjects.

59. The subject of a sentence may be either *simple* or *compound*.

1. A *simple subject* consists of *one* subject of thought; ² as, "*Knowledge* is power."

(a.) When the subject is *limited by a clause*, it is called *complex*.

2. A *compound subject* consists of *two* or *more* simple subjects to which belongs the same predicate; as, "*John* and *James* resemble each other." "*Mercy* and *truth* have met together." "*Life* and *death* are in the power of the tongue."

NOTE. — When the *predicate* is *common* to two or more subjects, even in cases in which the sentence could be expanded into distinct propositions, it is better to regard the sentence as *single*, with a *compound subject*; for granting that there had been in the mind of the speaker two distinct propositions, the very fact of his using a contracted predicate shows that in the mental revision, before expression, he judged the predicate true of both taken together. It will be found, however, that, in by far the greater number of instances, something in the predicate shows the fitness and necessity of the compound subject. The following are examples: —

"The ambition and avarice of man are the sources of his unhappiness."

“Popular governments and general education, acting and reacting, mutually producing and reproducing each other, are the mighty agencies,” etc.

“The rocks and hills of New England will remain till the last conflagration.”

“And the chief priests and scribes stood and vehemently accused him.”

Of the Predicate.

60. The *predicate* in its simplest form consists of *one word*, which must be a *verb*; as, “The sun *shines*.”

61. If the verb is *transitive*, it must be followed by an *object*; as, “Bees love *honey*.”

62. If the verb is *attributive*, it must be followed by an *attribute* of the subject; as, “John is *wise*.” “He is a *scholar*.”

63. The *verb* in the predicate is called the *affirmer*.

64. The *affirmer*, *unlimited* by any other word, is called the *grammatical predicate*.¹

65. The *logical predicate*² is the grammatical, *together with* all the words, phrases, or clauses by which it is limited.

Extension of the Predicate.

66. The *predicate* of a sentence may be further *extended* by limiting words, phrases, or clauses to express circumstances of *time*, *place*, *manner*, *cause*, etc.

1. By an *adverb* ; as, "The sun shines *brightly*."

2. By an *adjunct phrase* ; as, "The boy studies *with great diligence*."

REMARK.—Such adverbial phrase may in form consist of,—

(a.) A simple *prepositional phrase* ; (32. 2.) as, "Run *with patience*."

(b.) An *adverb and prepositional phrase* ; as, "He fought *most bravely of all*."

(c.) The *leading adverb* may be limited by another ; as, "We traveled *very* rapidly indeed."

(d.) A *noun phrase* used *adverbially* ; as, "He rides *every day*." "They fought *hand to hand*."

3. By a *participial* or *infinitive* clause, too closely allied to the principal verb to require separate analysis ; as, "He came *running*." "I saw a man *standing in the road*."

REMARK.—The *nominative absolute* is in some sort like a phrase modifier, and generally indicates some circumstance or limitation of the principal verb ; or it may be regarded as a *contracted form*¹ of a *dependent clause* ; as, "*Our work being finished*, we will play" — When our work is finished, etc.

67. A variety of accompanying circumstances is sometimes expressed by a *succession* of such clauses ; as, —

"Me howling winds drive devious — tempest-tossed,
Sails rent, seams opening wide, and compass lost."

68. *Any substantive*² in the *predicate* may be limited by any word, phrase, or clause by which the *subject* can be limited.

A. & P. Gr. —¹ 650, 769-772. ² 633.

C. S. Gr. — Lesson ¹ 47. ² 46.

Simple and Compound Predicate.

69. The Predicate may be *simple* or *compound*.¹

1. Two *entire predicates*, the second of which is of necessity (*a*) related to the first, or (*b*) as sequences, or (*c*) entirely independent.

* * In the last case it is generally better to repeat the subject, and form a compound sentence.

EXAMPLES.

(*a.*) "I *feel* your kindness, and *wish* for an opportunity to requite it."

(*b.*) "The detective *saw* the thief in the distance, *overtook* him, *captured* him, and *bore* him to the station-house."

(*c.*) "We have not always time to read, but [we] have [always] time to reflect."

2. The *object* (*a*), *attribute* (*b*), *second object* (*c*) (82), *adverb*, or *other limiting* phrase or clause (*d*), or *any principal element* in such clause (*e*) may be *compound*.

EXAMPLES.

(*a.*) "He purchased a *house* and *lot* for his father." "God created the *heaven* and the *earth*."

(*b.*) "He was a *prince* and a *conqueror*." "Be ye, therefore, *wise as serpents* and *harmless as doves*."

(*c.*) "Alfred rendered his kingdom *secure* and *happy*." "I call him a *benefactor* and a *friend*."

(*d.*) "He spoke *eloquently* and *forcibly*." "He was trusted by his *neighbors*, and by *all who knew him*."

(*e.*) "He was not moved from his purpose by the *envy* and *opposition* of his opponents."

REMARKS. — 1. The *verbs* in a compound predicate may be of the *same class* or of *different classes* ; as, —

“ He *went* and *hanged* himself.”

“ He was poor, and lived in a mean house.”

“ He was weary, and slept, and regained his strength.”

2. *Each verb* in a compound predicate may have its *own* peculiar modification of words, phrases, or clauses, just as in a simple sentence ; as, —

Behold, the husbandman	{	waiteth for the precious fruit of the earth, and hath long patience for it, until he receive the early and the latter rain. — <i>James</i> v. 7.
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The Circumstance.

70. The *Circumstance* is a word, phrase, or clause in the body of a sentence *necessary to the sentence*, but not to the *grammatical* construction. — *Dr. Mandeville*.

71. The circumstance may be in either the *subject* or the *predicate*.

EXAMPLES.

“ I have, *with a good deal of attention*, considered the subject referred to me.”

“ There is, *therefore*, now, no condemnation.”

“ A wife, *who is said to be lovely even beyond her sex, and graced with every accomplishment that can render it irresistible*, had blessed him with her love.”

The Parenthesis.

72. A *Parenthesis* is a sentence or part of a sentence *inserted in the body of another*, to express incidental thought, but necessary *neither to the structure nor the sentence*.

EXAMPLES.

“Are you still (I fear you are) far from being comfortably settled?”

“I therefore walked back, and repassed her with such a look (for I could bring myself to nothing more) as might induce her to speak.”

“Know ye not, brethren (for I speak to them that know the law), how that the law hath dominion over a man as long as he liveth?”

Of the Object.

73. The *principal word* in the object of a transitive sentence is generally a *noun* or *pronoun*.

74. It may be *limited* or extended in all the ways in which a *subject* is limited.

75. Any word or clause that can be used as a *subject* may also be used as an *object* (56).

76. The *object* of a sentence, like the subject, is *grammatical* or *logical*.

77. It may be *simple* or *compound*.

Of the Attribute.

78. An *Attribute* is any word, phrase, or clause *asserted of a subject*, and *connected* with it by an *attributive*¹ verb.

79. It is to be distinguished from an *adjunct*, which is *assumed* of the subject and immediately connected with it, as describing it *prior* to the affirmation made by the principal verb. The *adjunct* is an *extension of the subject*. The *attribute* is a *part of the predicate*, and limits the subject by being affirmed of it.

A. & P. Gr. —¹319.

C. S. Gr. —¹Lesson 16. 5.

Adjunct : "A *wise* man foreseeeth evil."

"A man *of good understanding* loves wisdom."

Attribute : "A man who foreseeeth evil is *wise*."

"A man who loves wisdom is *of good understanding*."

80. The *attribute* may be —

1. A *noun* or pronoun; as, "John is a *scholar*." "It is *I*."

2. An *adjective*; as, "Snow is *white*."

3. A *substantive clause* : * —

(a.) An infinitive; as, "He is *to be blamed*."

(b.) A participial; † as, "I am *running*." "I am *struck*."

4. Any *adjective adjunct*; as, "He is *in Boston*." "He is *of the earth, earthy*."

81. The leading attributive word, if a *substantive*, may be *limited*, like any other noun, by words, phrases, or clauses; if an *adjective*, by adverbs, adverbial phrases, and infinitive and other clauses used adverbially, as, —

"He is a man *of many virtues*."

"Vice is a monster *of so frightful mien, As to be hated, needs but to be seen*."

"Nero was a tyrant *who was feared by his people*."

"The scenes of my childhood are dear *to my heart*."

"He is *to be blamed for this act of cruelty*."

See (83.3. (a.)) for second objects as limiters of the attribute.

* The attribute may be *any word* expressing the *place, circumstance, or condition* of the subject; such as *here, there*, etc. After an attributive verb, these and similar words are properly *adjectives*, and not adverbs; as, "John is *here*." "John is *in this place*."

† The *periphrastic* or progressive form of the verb, and all the forms of the *passive voice*, are properly referable in analysis to this head. The present and the past passive participles, when so used, may be called *participials*. Compare the following : —

"John is *sick*."

"John is *hurt*."

"John is a *scholar*."

"John is *playing*."

In the *parsing* of the two last forms most teachers will, perhaps, prefer to adhere to the customary method. — (A. & P. Gr., 475. 2, 507.)

Indirect or Second Objects.

82. Just as *transitive* (active) verbs, from the nature of the act they express, require an *object* to complete the sense,¹ so certain classes of verbs require an *additional complement*. This may be called the *Indirect Object*.

83. The following are the principal cases : —

1. An *attribute* of the *direct* object which may be a substantive or adjective, like the complement of an attributive verb ; as, —

“ He made Joseph *ruler* over all his house.”

“ They called him *John*.”

“ His misfortunes rendered him *unhappy*.”

“ The judge pronounced him *innocent*.”

(a.) This is sometimes called the *factitive* object, and the verb *to make* (Latin *facio, factum*) is the type of the class of verbs that admit of this construction.

(b.) Some verbs require the connective *as* before the indirect object ; as, —

“ They regarded him *as* a saint.”

“ They disguised him *as* a monk.”

REMARK. — When the verb is *transitive*, the *direct* object becomes the *subject* in the *passive voice*, and the indirect object remains unchanged ; as, —

“ He was regarded *as* a saint.”

“ He was disguised *as* a monk.”

(c.) The second object sometimes takes the preposition *to* or *for* ; as, —

“ Do you take me *for* a miser ? ”

“ The fire reduced the house *to* ashes.”

“ This shall be *for* a sign unto you.”

“ The same came *for* a witness.”

2. Verbs of *giving, teaching*, and a few others, take an indirect object, consisting of a *noun* or *pronoun with a preposition*. This is sometimes called the *dative object*; as, "Give the book to me."

(a.) The *objective* cases of the *personal pronouns* are used without the preposition *to*; as, —

"She presented *him* a house."

"The master taught *him* Latin."

"He gave *me* a book."

(b.) The *direct object* (*house, Latin, book*, in the preceding examples) becomes the *subject* in the *passive form*, and the indirect has *to* expressed or understood.

(c.) An *anomalous* usage sometimes allows the indirect object to become the subject in the passive voice, in which case we have a direct object following the passive verb;¹ as,

"He was taught Latin."

"I was promised a book."

This usage, however, is very common, and some forms of it are sanctioned by good authority; as, —

"I was told that he had gone."

"He was asked what course to take."

"I am informed that the house is ready."

3. Verbs of *accusing, condemning*, and a few others, take a substantive following the preposition *of*; as, —

"He was accused *of treason*."

"I condemn myself *of laziness*."

“ They acquit him *of the charge.*”

“ He reminds me *of my promise.*”

This is called the *genitive object.*

(a.) Some *adjectives* similarly take a *prepositional phrase*, not simply as a limiter, but as a necessary *complement*; ¹ as, —

“ He was *desirous of applause.*”

“ There was another, *large of understanding.*”

“ He was *full of anger.*”

“ A man *void of sense.*”

4. An *infinitive* or *participle* is often the complement of an *objective case*, and is, by some grammarians, considered as a second object; as, —

“ He directed the men *to fire.*”

“ I advise you *to take no notice of it.*”

“ He felt himself *sinking in the mire.*”

“ They saw him *nailed to the cross.*”

(a.) We prefer, however, to regard the *direct object and the infinitive* or *participle*, as *together* expressing the *object* of a preceding verb or preposition, and then to analyze them as a separate infinitive or participial clause, in which the substantive in the *objective* case is the *subject* of the infinitive or principal verb; as, —

“ He directed the men *to fire.*”

Subject, *he*; affirmer, *directed*; object (clause), *men to fire*. In the infinitive clause, *men* is the subject, *to fire*, the predicate, connected by *to* with its subject. (See 136.)

(b.) The verbs *bid, dare, make, see, hear, feel*, etc., take an infinitive after them without the sign *to*.²

5. Some *intransitive verbs* and *adjectives* take the indirect object; as, —

“ They *despaired* of success.”

“ He *repented* of his design.”

¹ Bullions & Morris's Lat. Gr., 765, 776.

A. & P. Gr. — ² 377.

C. S. Gr. — ² Lesson 66, Sp. R. 5.

“I am *anxious* to succeed.”

“We are *tired* of waiting.”

6. When the factitive idea is expressed by an *intransitive* or *passive* verb, then the *complement* is in the *nominative*; ¹ as, —

“Lincoln became *president*.”

“He was appointed *ambassador*.”

EXAMPLES.

[In the following, state what words are second objects, and how they are used.]

“I call the miser a poor man.”

“All regarded Socrates as a wise man.”

“Napoleon was capable of great exertion.”

“I counsel you to wait patiently.”

“He is worthy of our confidence.”

Compound Sentences.

84. A *compound sentence* consists of two or more single sentences connected together, having *no grammatical dependence* upon each other, but used to express closely-related propositions; as, “John studies, and James plays.” “Behold, I come quickly, and my reward is with me.” “The righteous shall inherit substance, but shame shall be the promotion of fools.”

The separate sentences are called *members*.

85. The compound sentence gives greater *unity* and *compactness* to discourse, and often collects related propositions to express *cause* and *effect*, *purpose* or *end*, or *logical sequence* (95).

86. There are two general classes, *Coördinate* and *Illative*.

87. In *coördinate* sentences the members have *no logical* dependence, but are connected to show natural sequence of thought, comparison, contrast, etc. They are distinguished as, 1. *Copulative*; 2. *Disjunctive*; 3. *Adversative* or *Antithetic*.

1. *Copulative Sentences.*

88. The *Copulative* sentence considers two or more propositions, which are taken *together*, having no actual logical dependence, but expressing a *natural sequence*; as, —

“He that is soon angry dealeth foolishly; and a man of wicked devices is hated.”

“Appoint a time for everything, and do everything in its time.”

89. (a.) The *connective* is frequently omitted, and such omission often makes the style more vigorous.

(b.) The following are the principal connectives in copulative sentences: *And*, *also*, *likewise*, *moreover*, *further*, *both*, *and*, *as well as*, *nor*, *neither*, etc.

EXAMPLES OF COPULATIVE SENTENCES.

“Speak the truth, and shame the devil.”

“The boy studies, *and* the girl plays.”

“The master teaches us; he *also* directs our sports.”

“No conduct can be delicate without being correct; *nor* can it [and it can not] be correct without being delicate.”

“The fruit of the righteous is a tree of life; and he that winneth souls is wise.”

“He that is soon angry dealeth foolishly; and a man of wicked devices is hated.”

“Appoint a time for everything, and do everything in its time.”

“Not only are the men more brave, *but* the women are more beautiful.”¹

90. The copulative sentence sometimes presents a *connected series* not demanded by the subject matter in hand, but extended at the will of the speaker; as, —

“Tribulation worketh patience; and
 patience [worketh] experience; and
 experience [worketh] hope; and
 hope maketh not ashamed.”

Of this kind, generally, are those sentences with successive members containing the figure called *climax*.²

2. *Disjunctive Sentences.*

91. The *disjunctive* sentence expresses two or more propositions united together, but having their *meaning distributed*; as, —

“He must come to us, or we will go to him.”

“Awake! arise! or be for ever fallen.”

“You must assist me; otherwise I can not succeed.”

92. Disjunctive sentences are connected by such conjunctions as *either, or, neither, nor, otherwise, else*, etc.

3. *Antithetic Sentences.*

93. When two assertions, in a compound sentence, are in *contrast* or *opposition*, such sentence is called *antithetic*, or adversative; as, —

“The form perishes; the matter, however, is eternal.”

“I do not like the conditions; nevertheless, I will accept them.”

94. Antithetic sentences are usually *connected* by such words as *but, however, nevertheless, only, on the one hand, on the other hand, yet, still*.

EXAMPLES OF ANTITHETIC SENTENCES.

“Blessings are upon the head of the just; but violence covereth the mouth of the wicked.”

“The memory of the just is blessed; but the name of the wicked shall rot.”

“Hatred stirreth up strifes; but love covereth all sins.”

“Wise men lay up knowledge; but the mouth of the foolish is near destruction.”

“The simple inherit folly; but the prudent are crowned with knowledge.”

4. *Illative Sentences.*

95. *Illative* sentences are those in which a second member stands in some logical relation to the first, to express a *cause*, *conclusion*, or *effect*:—

1. Those which join on a member to express a *cause* or *reason* for what is affirmed in the first; as,—

“I must meet my friend to-morrow, for I have engaged to do so.”

“Learn of me, for I am meek and lowly in heart.”

2. To express logical *conclusion*, or *inference*; as,—

“Because he hath set his love upon me, therefore will I deliver him.”

“I believed, therefore have I spoken.”

3. The relation of *effect* or *consequence*; as,—

“He was honorable, hence he was respected.”

96. The connectives proper to illative sentences are, *such as*, *therefore*, *thereupon*, *wherefore*, *consequently*, *hence*, *whence*, etc.

97. A compound sentence, in the relation of its members, may combine *two* or more of the preceding classes; as, “In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper either this or that, or whether both shall be alike good.” (143. 16.)

The first two members are copulative; their relation to the third, “for thou knowest,” etc., is causal; and the third mem-

ber, in its own structure, is complex, having a compound sentential object. (See 75.)

98. The *members* of a *compound* sentence are each subject to any of the forms or modifications of the *single* sentence.

They may be *similar* in structure, or *dissimilar*; as, —

1. Each *simple*. { John is a good boy,
but James is idle and vicious.

2. *Simple* and *complex*. { He went away early in the morning,
but I remained till my brother came home.

3. *Simple* and *composite*. { Joseph was industrious,
but David neglected his lesson and was punished.

4. Two or more *complex* members; as, —

{ I will go, if you desire it,
but I can not remain after your brother comes.

99. Compound sentences are sometimes made up of two or more *compound parts* or members, *in pairs*; as, —

“Swear not by heaven; for it is God’s throne:

but,

“Let your communication be yea, yea, nay, nay; for whatsoever is more than these cometh of evil.”

“He spake, and it was done; he commanded, and it stood fast.”

“He made all things, but He is, himself, more excellent than all which He hath made: they are beautiful, but He is beauty; they are strong, but He is strength; they are perfect, but He is perfection.”

100. Two or more coördinate *members* may have a *common* logical sequence; as, —

“It is no honor to be rich, and to be poor is no sin; therefore it is foolish to be ashamed of poverty, or to strive after the appearance of being rich.”

Abridged Compound Sentences.

101. A compound sentence may be *abridged* so as to contain a *limiting clause* common to two or more of its members ; as, —

<i>As he passed along</i>	{	his ears were delighted with the sweet
		song of birds ;
		all his senses were gratified,
		and
		all care was banished from his heart.

<i>When the sun broke forth from the east</i>	{	the lark rose to meet him,
		and the darkness fled away.

102 A *limiting phrase* may be common ; as, —

<i>Without innocence,</i>	{	beauty is unlovely
		and
		quality [is] contemptible.

The following is a fine example of this kind of contracted compound sentence : —

“*At his touch*, crowns crumbled, beggars reigned, systems vanished, the wildest theories took the color of his whim, and all that was novel changed places with the rapidity of a drama.”

103. It is not always easy to determine whether a sentence with compound elements is really a single sentence, or a compound one in contracted form ; nor is it matter of great moment. The following are examples which may stand as types of each : —

Single sentences. — “John and James are brothers.” “The president and the ambassador are at variance.”

Compound sentence. — “Add to your faith, virtue ; and [add] to virtue, knowledge.”

104. Two or more members, having the same subjects, or the same predicates (either affirmer, or object, or attribute), are often *contracted* into the *form* of a *single sentence*. “Cæsar came and saw and conquered.”

105. More frequently, for greater force, an assertion which existed in the mind in *compact form* is extended into several distinct clauses, each having all its parts entire ; as,

“Where is her splendor? where is her wealth? where is her power? where is her glory?” — “Where are her splendor, wealth, power, glory?”

106. A *single sentence* may admit of expansion, but become thereby less forceful; as, —

“Exercise and temperance strengthen the constitution.”

Expanded. — “Exercise strengthens the constitution, and temperance strengthens the constitution.”

“Life and death are in the power of the tongue.”

107. A *compound sentence* may be *contracted* to gain *force* by *conciseness*; as, —

“And besides this, giving all diligence, add to your faith, virtue; and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness; and to godliness, brotherly kindness; and to brotherly kindness, charity.”

Such sentence, when only a part of the subject or predicate is omitted, does not thereby become a single sentence.

Clauses in Complex Sentences.

108. A simple sentence, or at least its matter or substance, may be used in a *dependent* way as an *element of another* sentence *¹; as, —

Independent sentence. — “He [Cæsar] crossed the Rubicon.”

“Cæsar marched against Rome, *when he had crossed the Rubicon.*”

* Judgments are *actual* or *represented*.

Actual judgments are such as are *thought* by the speaker. They are expressed in *sentences*.

Represented judgments are such as are *not so thought* by the speaker, but only *represented* by him. They are expressed in *clauses*.

A sentence is the verbal expression of an *actual* judgment; as, “The duties of governments are paternal.”

A clause is the verbal expression of a represented judgment; as, “Mr. Gladstone conceives *that the duties of governments are paternal*. Evil, indeed, must be the disease *which is not more tolerable than such medicine.*”

— *Day's Art of Composition*.

A. & P. Gr. — ¹591. 3.

C. S. Gr. — ¹Lesson 41. 3.

109. This sentence is *complex*, and the clause, “when he had crossed the Rubicon,” is used, not for its own sake, but to tell the *time* of the action expressed by the principal sentence, “Cæsar marched against Rome.”

110. Such a *subordinate*, or secondary sentence, called a *clause* (32. 4), can not stand by itself, since it contains some conditional word, as “when,” showing its dependence.¹

111. *Dependent clauses* may be classified, —

1. According to their *form*.
2. According to their *office*.

Forms of Clauses.

112. In their *form*, clauses are *propositional*, *relative*, *infinitive*, and *participial*.

113. A *propositional clause* contains a distinct proposition, used generally as the (a) *subject* or (b) *object* of the principal sentence; as, —

(a.) “*That his loss will be deeply felt* is admitted by all who knew him.”

(b.) “Ye know not *that your enemy is at hand*.”

114. It may be the object of a *preposition*, and, as such, limits the antecedent term; as, —

“His success will depend upon *what he has the courage to undertake*.”

115. A *relative clause* limits the antecedent of the relative; as, —

“The man *whom you would select* should possess all of these.”

116. An *infinitive clause* contains a verb in the *infinitive* mood. It may be the *subject* of a verb, the *object* of a verb or *preposition*, the limiter

¹ Bullions & Morris's Lat. Gr. — 1066.

or *second object*, or it may express the *purpose* or end of a preceding affirmation. See (136.)¹

117. It comprises the *subject* of the infinitive (83. 4. (a), if that be expressed; as, —

“He ordered *the boy to be beaten.*” “*The man intended to take the next train.*”

118. A *participial clause* consists of a *participle with its subject*, and the other words depending on it; as, —

“*The ambassador, having performed his mission, returned.*”

“*I saw him leading a horse over the bridge.*”

119. According to the *office* they perform in a sentence, *clauses* are of two kinds, *substantive* [or nominal] and *adjunctive*.

Substantive Clauses.

120. A *substantive clause* performs the *office* of a *noun*; as, —

“*That the soldier fights bravely* is evident.”

“*That I said this*, is most true.”

“*To play* is pleasant.”

“*Riding on horseback* affords wholesome exercise.”

“Cæsar says *that the soldier fights bravely.*”

121. The *nominal* or *substantive clause* may have the following relations: —

1. As *subject* of a verb; as, —

“*That the cause is lost*, can not be denied.”

“*To be diligent in a good cause* is praiseworthy.”

“*Buying goods on credit* has ruined many a man.”

2. As an *object* (a) of a verb, (b) of a preposition, (c) of an adjective; as, —

(a.) "Thou knowest *that I love thee.*"

(b.) "It depends on *how soon the moon rises.*"

(c.) "I am anxious that you should succeed." *

3. As an *attribute*; as, —

"His advice was, *that I should go.*"

4. As a noun in apposition; as, —

"The belief *that he is innocent*, comforts me."

REMARKS. — 1. When the *infinitive*, with a subject in the *objective* case,¹ is used as the subject of a proposition, it is introduced by the particle *for*; as, "*For* us to lie, is base."

2. When a *clause*, consisting of a *finite verb*² and its subject, is used as the subject of a proposition, it is introduced by the conjunction *that*; as, "*That* men should lie, is base."

3. When an infinitive or propositional clause, as the subject, *follows* the verb, the pronoun *it* precedes it, referring to the subject;³ as, "*It* is base *that men should lie.*" "*It* is base *to lie.*" "*It* is base *for us to lie.*"

122. *Adjective* clauses are either *adnominal* or *adverbial*.

Adnominal Clauses.

123. An *adnominal clause* may limit any word which can be limited by an *adjective*; as follows: —

1. The *subject*; as, —

"The book *which I bought* cost a dollar."

2. The *object*; as, —

"Have you seen the man *who came this morning*?"

3. Any *extension* of subject or predicate; as, —

"He went in the *steamer which sailed yesterday.*"

124. The *adnominal* clause is most commonly (a) *relative*, but may be (b) *infinitive*, (c) *participial*, or (d) *propositional* (in apposition); as, —

* In this case, second object after *anxious*. See (83. 5.)

A. & P. Gr. — ¹872. ²761. ³246. 2, 3.

C. S. Gr. — ¹Lesson 66, Sp. R. 3. ²56. Exp.

(a.) "The book *which I bought* is of great value."

"They caught the thief *who robbed the bank*."

(b.) "The desire *to do good* is present with me."

"The conclusion *to be reached* was evident."

(c.) "*Having seen the king* they departed."

"I saw the sun *rising in the east*."

(d.) "The belief *that the world is a sphere* is of modern origin." "I am of opinion *that he will succeed*."

(1.) The *relative* is frequently *omitted*; as, — "The home I left was a happy one."

(2.) The *antecedent* is frequently *omitted*; as, "Whom the Lord loveth he chasteneth." See (153.)

Adverbial Clauses.

125. The *adverbial* clause may be used wherever a *simple adverb* is allowable.

1. It is generally a *limiter* of the *predicate*.

2. When it is introduced by a *conjunctive* adverb,¹ it is sometimes used as an *attribute*. In this case, it is better to regard the whole clause as adnominal. (80. 3. Note.) Compare the following: —

"The book is *there*."

"The book is *where I left it*."

"The book is *in the place in which I left it*."

126. The following are examples of the most usual forms of *adverbial clauses*: —

1. Relating to *time*, in which there are three distinctions: time (a) *when*, (b) *how long*, and (c) *repetition*. Each of these may consider the time referred to in the leading proposition as *simultaneous*, *antecedent*, or *subsequent*.

(a.) "He was there *when his father came*."

"I went away *before the messenger arrived*."

"He arrived *after the accident occurred*."

(b.) "He remained there *whilst the session lasted.*"

"I waited *until he came.*"

"I have been here *since you left.*"

(c.) "He goes to the city *as often as he can.*"

2. Relating to *place*: (a) *rest in*, (b) *motion to*, (c) *motion from*; as, —

(a.) "He lived *where his father lived.*"

(b.) "*Whither I go* ye can not come."

(c.) "He returned *whence he had gone.*"

3. Relating to *manner*: (a) *comparison*, (b) *relation*, (c) *effect or consequence*; as, —

(a.) "He works *as if he were in earnest.*"

(b.) "*The more we investigate*, the more we desire to know."

"My father is *wiser than I.*"

(c.) "I am so weary *that I can go no farther.*"

4. Various relations of *cause*: (a) *reason*, (b) *condition*, (c) *concession*, (d) *purpose or end*; as, —

(a.) "I forgave thee all that debt, *because thou desiredst me.*"

(b.) "He will certainly succeed, *if he persevere.*"

(c.) "*Much as it may cost*, it is worth the sacrifice."

(d.) "Love not sloth, *lest thou come to poverty.*"

"He periled his life *to save his country.*"

Connectives.

127. The *connectives* which unite the subordinate clause to the principal are *continuative conjunctions*,¹ *relative pronouns*, and a few *conjunctive adverbs*,² such as *where*, *whether*, *whence*, *as soon as*, *when*, *whilst*, etc.

128. The principal *continuative conjunctions* are: *after*, *although*, *as*, *as if*, *because*, *except*, *however*, *if*, *lest*, *provided*, *save*, *since*, *so that*, *than*, *that*, *though*, *unless*, *whether*, *whereas*.

129. The following classification shows the differ-

A. & P. Gr. — ¹566. 2. ²534.

C. S. Gr. — ²Lesson 31, Obs. 6.

ent kind of clauses, both as to their *form* or structure, and their *office*:—

Classification of Clauses.

CLAUSES ARE IN THEIR	FORM	{	Propositional	used as	Subject (1).
					Object (2).
					Attribute (3).
					In apposition (4).
					Adjunct (5).
	{	Relative	Infinitive	}	Subject (6).
					Object (7).
					Attribute (8).
					Apposition (9).
					Purpose, etc. (10).
	OFFICE	{	Nominal . . (Substantive)	{	Subject (11).
					Attribute (12).
					Object
					Direct (13).
					Indirect (14).
		{	Adnominal.	Adjunct of	Object of Adj. (15).
					Apposition (16).
					Subject (17).
					Object (18).
					Extension (19).
		{	Time	{	When (20-22)
					How long (23-25)
					Repetition (26-28)
			Place	{	Rest in (a place) (29).
					Motion to " (30).
					Motion from " (31).
		{	Adverbial	{	Simultaneous.
					Antecedent.
					Subsequent.
					Comparison (32).
					Relation (33).
		{	Cause	{	Effect or consequence (34).
					Ground or reason (35).
					Condition (36).
					Concession (37).
					Purpose or end (38.)

* * * The figures in parentheses in the preceding table refer to corresponding figures for examples in (130) following.

130. In the double classification presented above, it is evident that any example of a clause coming under the first ten (as to *form*), would represent also one of the kinds ("according to *office*") from 11 to 38, inclusive.

EXAMPLES.

1. " *That I said so*, is most true."
2. " He saw *that the cause was lost*."
3. " The charge is, *that he has defrauded his creditors*."
4. " I am of the opinion *that you will succeed*."
5. " He confirms a use *who destroys an abuse*."
6. " *To obey* is to enjoy."
7. " Boys love *to play*."
8. " You are *to blame*."
9. " The end I propose — *to establish him in business* — I will carry out."
10. " I come *to bury Cæsar*, not *to praise him*."
11. " ' *Dust thou art, to dust returnest*,' was not spoken of the soul."
12. " He seems *to enjoy the sport*."
13. " He believed *that it was wrong*."
14. " I desired him *to go*." ¹ " He is anxious *to succeed*."
15. " I am anxious *that you should go*."
16. " The thought, *that he is safe*, consoles me."
17. " He, *whom thou lovest*, is sick."
18. " He bought the farm *of which his friend spoke*."
19. " We found him in the house *that he formerly occupied*."
20. " He left home *just as the news arrived*."
21. " The messenger came *before we expected him*."
22. " I arrived at the depot *after the train had left*."
23. " The boy came *whilst I was waiting*."
24. " He staid in the city *until the meeting broke up*."
25. " He has been here *ever since his brother came*."
26. " The inebriate yields to his appetite *as often as he is tempted*."

27. "I repeated the act *as often as I had been directed*."
28. "He changes his business *oftener than his friends will approve*."
29. "I will go *wherever you desire*."
30. "*Whither I go*, ye can not come."
31. "He returned *whence he had gone*."
32. "He succeeds, *as his father did*."
33. "*The more he is opposed*, the more earnest he becomes."
34. "The onset was so sudden *that we could not resist it*."
35. "*Because I tell you the truth*, are you offended?"
36. "*If any man love me*, he will keep my word."
37. "*Though he slay me*, yet will I trust in him."
38. "Improve the hours of youth, *that your manhood may be honorable*."

Abridged and Extended Sentences.

131. 1. A *dependent* clause may often be *abridged*¹ by omitting the connective, and changing the finite verb for the *infinitive* or *participle*, or for an *equivalent word* — noun, adjective, or adverb.*

* 1. The participle in the abridged clause will stand either with its substantive in the *case absolute* (A. & P. Gr., 769), or as a *modifier* of the leading subject. Thus, *Absolute*: "When the boys have finished their lessons, we will play;" abridged, "The boys having finished their lessons, we will play." *As a modifier*: "When we have finished our lessons, we will play;" abridged, "Having finished our lessons, we will play." *Passively and absolutely*: "When our work is finished, we will play;" abridged, "Our work being finished, we will play."

2. When the *attribute*, in the dependent clause, consists of a *noun* or *pronoun* in the nominative case after a verb as a copula, it remains in the same case in the abridged form. Thus: "That he is a *judge*, is of no consequence;" abridged, "His being a *judge*, is of no consequence." "I was not aware that he was a *judge*;" abridged, "I was not aware of his being a *judge*."

3. The difference between these two modes of expression is this: in the full form, the idea contained in the dependent clause is *affirmed*; in the abridged form, it is *assumed*.

4. When the dependent clause is the *object* of the verb in the leading

2. In like manner, a *simple* sentence may be *expanded* into a *complex* by the use of an equivalent clause.

3. The nature of the discourse will generally determine which is the better form.

EXAMPLES.

"*Industry* is commendable."

"*To be industrious* is commendable."

"*That a man be industrious* is commendable."

"A diligent boy will succeed."

"For a boy to be diligent will insure him success."

"A boy who is diligent will succeed."

"That a boy is diligent gives hope of his success."

"The man is there still."

"The man is where he was a while ago."

"The man is in the same place in which he was."

EXERCISES.

Expand the following simple sentences: —

"*Virtuous* youth brings forward *flourishing* manhood."

"*Brave* soldiers never desert their colors."

"*Just* men alone are free; the rest are *slaves*."

clause, it may often be changed for the *infinitive with a subject*; as, "I know that he is a scholar;" abridged, "I know *him to be* a scholar."

5. When, in such cases, the *subject of the dependent clause* is the same as the subject of the principal, it is omitted in the abridged form; as, "I wished *that I might go*;" abridged, "I wished *to go*."

6. When the subject of the dependent clause, connected by *what, which, whom, when, where, how*, and the like, and relating to something yet future, is the *same as that of the independent one*, it is sometimes abridged by retaining the connecting word and *omitting* the subject before the infinitive; as, "I know not what *I shall do*;" abridged, "I know not what *to do*." In this way are to be analyzed and explained such phrases as, "*where to go*," "*when to read*," "*how to do*," "*whom to send*," etc.

7. *Several dependent clauses* may be variously connected with the same leading clause, and abridged in the same manner as above; as, "When they arrived at the station, they were informed that the cars had passed an hour before;" abridged, "Having arrived [or, on arriving] at the station, they were informed of the cars having passed an hour before."¹

“ He returned home *at sundown*.”

“ The cock crows *in the morning*.”

“ The *Revolutionary* war resulted in the independence of the *British* colonies.”

ABRIDGED SENTENCES.

Extend the following abridged simple sentences into compound sentences : —

“ Having doubled Cape Horn, we sailed in a direct course for California.”

“ What to do I know not.”

“ No one can tell us where to go, or what to do.”

“ The war being at an end, the troops were disbanded.”

“ At the close of navigation, many will be at a loss where to go.”

“ The industrious and capable need fear no want.”

“ A good name is the richest possession we have while living, and the best legacy we leave behind us when dead.”

“ Of his having been successful we have full assurance.”

“ Of his being successful now, there is reason to doubt.”

“ We hold these truths to be self-evident.”

132. Expand the following proverbs into equivalent compound or complex sentences, by changing the phraseology : —

“ A good maxim is never out of season.”

“ Affected simplicity is refined imposture.”

“ A desire for admiration is the offspring of vanity.”

“ A careless watch invites a vigilant foe.”

“ Anger and haste hinder good counsel.”

“ A flatterer is a most dangerous enemy.”

“ Affected superiority mars good fellowship.”

“ Better to live well than long.” *

* “ We live in deeds, not years; in thoughts, not breaths;

In feelings, not in figures on a dial; —

We should count time by heart-throbs. He most lives

Who thinks most, feels the noblest, acts the best.” — *Bailey*.

“ That life is long which answers life’s great end.” — *Young*.

133. The *complex sentence* admits of *great variety* of structure.

1. It may consist, in its most *elementary form*, of *one leading clause*, limited as a whole, or in any of its elements, by *one dependent clause*; as, —

“Though he slay me, yet will I trust in him.”

2. *One leading clause*, limited by *two or more dependent clauses* of similar relation; as, —

“Though the fig-tree shall not blossom, neither shall fruit be in the vine; though the labor of the olive shall fail, etc., yet I will rejoice in the Lord.”

3. A *series* of dependent clauses may each modify the *preceding*; as, “We *trusted* | that it was *he* | which should have *redeemed* his people | from the Roman *yoke* | under which they had so long groaned.”

NOTE. — A *compound sentence* may be *complex*, so that each of its members may be limited by the same dependent clause, or by several dependent clauses in common.

Position of Dependent Clauses.

134. In complex sentences containing conditional *adverbial clauses*, the *dependent clause* generally stands *first*, and if relating to the same person named as subject, attribute, object, or second object, may contain the *principal* word — the pronoun being used in the leading member; as, —

“*As Cæsar loved me*, I weep for him.”

“*If any man love me*, he will keep my word.”

“*If you like the picture*, you may take it.”

“When he had found one *pearl*, he sold all that he had, and bought *it*.”

Phrases also follow the same law; as, —

“*By forgetfulness of injuries*, we show ourselves superior to them.”

“*By seeing the biases and prejudices of others*, we may be led to correct our own.”

Comparative Clauses.

135. In *comparative sentences*, the terms of the second member correspond with those of the first in the relation they bear to each other.

When the second member is *elliptical*, the term expressed follows the *case* of the *corresponding* term in the first; ¹ as, —

“It becomes the thronéd monarch better than his *crown* (becomes him).”

“A good *name* is better than great *riches* (are).”

“He honored the servant more than the master.”

“The servant was more honored by the king than his master.”

This is ambiguous. It may mean, —

“He honored the servant more than he honored the master;” or, —

“He honored the servant more than the master honored him (the servant).”

Such construction is to be avoided.

“I respect *her* more than (I respect him) *him*.”

“I respect her more than (*he* respects *her*).”

In the case of pronouns, as above, this construction is less objectionable, as the form will generally determine the case, and hence, the sense.

Infinitive and Participial Clauses.

136. In our present use of language, the chief office of the *infinitive* mood is that of a *verbal noun*, whilst the *participle* is generally little more than an *adjective*.

1. But these forms of the verb never entirely lose their character as true verbs, and have *always* a *subject* expressed or understood.

2. Sometimes this subject is *unimportant* or *not known*, the infinitive or participle being used merely as the *name* of a

general *act* ; but in many instances the relation of these parts of the verb to a *subject* is as obvious and necessary as that of any other mood.

3. In the active voice (form) the name of the *actor* is the *subject* of the verb. In the passive, the name of the *receiver* of the act ; as, "I saw him walking." "He ordered the men to fire." "He ordered a halt to be made." "(Being) Admired and applauded, he became vain."

4. In these examples, manifestly, *him* is the subject of walking ; *men* of *to fire* ; *halt* of *to be made* ; and *he* of *admired* and *applauded*.

137. Each of these words has also its proper relation to some *finite verb*, as is obvious from the structure of the sentences ; and they, in some sense, *unite* the principal verb with the infinitive or participle.

138. In the discussion of the *infinitive*, some prefer to regard *to* (the sign) as a *preposition*, uniting the infinitive verb, as the *name* of an act, to some preceding verb, noun, or adjective. But even in this view that relation is, generally, *through a subject* expressed or implied.

139. The *case of the subject* of an *infinitive* or *participle* is determined by the relation of the word to the rest of the sentence, as *subject* or *object* of a verb, object of a preposition, or limiter [possessive case].¹

140. When the subject of the infinitive is important, it is always, —

1. In the *nominative* case, when it is the *same* as that of the *principal verb* ; as, "*I* intend *to go*."

2. In the *objective* case in all other instances ; as, "The master told *him* *to study*."

3. The *subject* of a *participle* is the substantive which the *participle limits* in whatever case ; as, —

"*Repenting* of his design, *he* abandoned the project."

"*Having chartered* a boat, *they* sailed for Savannah."

"*Defeated* in the engagement, *he* resigned his commission."

“I saw *him running* at full speed.”

“He saw *me ruined*, and helped me.”

“He spoke to a *man standing* by the wayside.”

“*Joseph's having been sold* by his brethren was overruled for good.”¹

141. Directions for Analysis.

I. Tell the *kind* of sentence : —

1. Single or compound (and class of either).

2. Transitive, intransitive, or attributive.

3. Declaratory, interrogatory, imperative, or exclamatory.

NOTE. — If *compound*, or containing a limiting clause, the two last particulars (2 and 3) should be stated of the members or clauses separately.

4. If *composite*, name the *parts* that are *compound* (53. 2).

5. If *complex*, the *principal sentence* and the *limiting* clause or clauses.

6. If *compound*, name the *members* and their relation to each other.

7. State the *larger* relations first. Thus, in the following compound sentence, of two *members*, the first embraces all down to the semicolon, the second the remainder of the sentence : —

“If thou doest well, thou shalt be accepted; if thou doest not well, sin lieth at the door.”

8. Treat *each member* of a compound sentence as a *single* sentence.

9. State the *logical subject* (58), and the *logical predicate* (65).

II. 1. Name the *grammatical subject*.

2. The *clauses* which *modify* it.
3. The *phrases* and *words* by which it is modified.
4. The *clauses*, *phrases*, or *words*, by which any of the preceding *modifiers* are modified (until the analysis has extended to each sentential element). See (37.)

III. 1. Name the *grammatical predicate* (principal verb).

2. If transitive, the grammatical *object*.
3. If attributive, the principal word in the *attribute*.
4. Name the *second object* (82), if any.
5. The *clauses modifying* any leading or complementary element in the predicate.
6. The *phrases* and *words* used as modifiers.
7. The *clauses*, *phrases*, and *words* by which any of the preceding *modifiers* are modified.

NOTE. — Some prefer to regard transitive [? and attributive] sentences as consisting of *three parts* — *subject*, *predicate*, and *object* [attribute]. The differences in nomenclature and method, necessary to this usage, will readily suggest themselves.

IV. *Parse each word* according to the “models for parsing.” (179.)

When considerable skill has been acquired, the language both of analysis and parsing may be much abbreviated.

142. *Models of Analysis.*

1. *Virtuous youth gradually brings forward flourishing manhood.*

This is a single, transitive, declaratory sentence [simple].

The subject is, *virtuous youth*; the predicate is, *gradually brings forward flourishing manhood*.

The principal element in the subject [grammatical subject] is *youth*, limited by the adjective adjunct *virtuous*.

The principal element in the predicate [affirmer] is the transitive verb *brings*, whose object is *manhood*. *Brings* is limited by

the adverbs *gradually* and *forward* ; *manhood*, by the adjective *flourishing*.

2. *He that giveth to the poor, lendeth to the Lord.*

This is a single sentence, declaratory, complex, having the limiting clause, *that giveth to the poor*.

The subject is, *he that giveth to the poor* ; the predicate is, *lendeth to the Lord*.

The principal element in the subject is, *he* [no antecedent expressed, meaning *any one*], limited by the relative clause, *that giveth to the poor*, as an adnominal adjunct.

The principal element in the predicate is *lendeth*, limited by the prepositional phrase, *to the Lord*, as an adverbial adjunct.

In the relative clause, the subject is *that*, referring to its antecedent *he* ; the predicate, *giveth to the poor*, in which the principal element is *giveth*, limited by the adverbial adjunct, *to the poor*.

3. *Exercise and temperance strengthen the constitution.*

This is a single, transitive, declaratory sentence ; composite, having a compound subject — “*exercise and temperance*.” The subject is unlimited [or, the grammatical and logical subjects are the same]. The predicate is *strengthen the constitution*, in which the grammatical predicate [or affirmer] is *strengthen*, limited by the object, *constitution*.

4. *Business* $\left\{ \begin{array}{l} \textit{whets the appetite,} \\ \textit{and} \\ \textit{gives a relish to pleasure.} \end{array} \right.$

This is a single sentence, composite ; the predicate is compound.

The subject is *business*. The first predicate is, *whets the appetite*, in which *whets* is the affirmer, limited by the object word *appetite*, which is designated by the article *the*.

The second predicate consists of the affirmer, *gives*, limited by the adverbial adjunct *to pleasure* ; object, *relish*, limited by *a*.

Similarly analyze the following : —

5. *Anger* $\left\{ \begin{array}{l} \textit{begins with folly,} \\ \textit{and} \\ \textit{ends with repentance.} \end{array} \right.$

6. *Be* { *ready to hear,*
careful to construe,
and slow to advise.

A single, imperative sentence, composite, with three attributes. The subject is not expressed [*thou* or *ye* understood].

The attributive verb [copula] is *be*. Each attributive consists of an *adjective* word (*ready*, etc.), limited by an *infinitive verb* as second object (83. 5).

7. *He ordered the boy to study his lesson.*

A single sentence, complex. The subject is *he*; predicate, *ordered the boy to study his lesson*. The principal verb is *ordered*, limited by the infinitive clause, *the boy to study*, etc.; in which *boy* is the subject, *to study* the verb [transitive], and *his lesson* the object.¹ (83. 4. a.)

8. *If the spirit of him, that raised up Jesus from the dead, dwell in you, | he that raised up Christ from the dead, shall also quicken your mortal bodies, by his spirit that dwelleth in you.*

A single, declaratory, sentence; complex.

Primarily, it consists of a leading clause, "he that raised up Christ," etc. [to the end of the sentence], and a dependent, conditional [adverbial] clause, "*If the spirit*" [to the vertical line].

The leading clause is further limited: 1. *he* is limited by the relative clause [adnominal], "*that raised up Christ from the dead*;" 2. *spirit*, by the relative clause, *that dwelleth in you*.

The conditional clause (introduced and connected to the principal by the particle *if*) is limited by the relative clause, *that raised up Jesus from the dead*.

NOTE. — Analyze each clause, further, as if it were a simple sentence.

- | | | | | | | |
|--------------------|---|---|---|------------|---|--|
| 9. <i>Although</i> | { | <i>the fig-tree shall not blossom, </i>
<i>neither shall fruit be in the vines ;</i>
<i>the labor of the olive shall fail, </i>
<i>and the fields shall yield no meat ;</i>
<i>the flock shall be cut off from the fold, </i>
<i>and there shall be no herd in the stalls ;</i> | } | <i>yet</i> | { | <i>I will rejoice</i>
<i>in the Lord ;</i>
<i>I will joy in</i>
<i>the God of my</i>
<i>salvation.</i> |
|--------------------|---|---|---|------------|---|--|

A compound sentence, complex, containing two leading clauses — *I will rejoice, I will joy* — and three subordinate clauses in pairs [each compound in structure], conjointly limiting each of the principal clauses. The connectives are the corresponding conjunctions, *although* and *yet*.

Further analysis of each clause as a single sentence.

10. *When your fear cometh as desolation, and your destruction cometh as a whirlwind; when distress and anguish cometh [come] upon you; then shall they call upon me, but I will not answer; they shall seek me early, but they shall not find me.*

This may be arranged as follows: —

When	{ your fear cometh as desolation, and your destruction cometh as a whirlwind; }	then	{ they shall call upon me, but I will not answer; [and] }
When	{ distress and anguish } cometh upon you; . .		{ they shall seek me early, but they shall not find me. }

A compound sentence, complex in structure, with two independent leading members [copulative, connective omitted], each antithetic; limited by three subordinate clauses [same as in No. 9, above].

143. Examples for Analysis.

Analyze the following: —

1. “Because he hath set his love upon me, | therefore will I deliver him; because he hath known my name, [therefore] I will set him on high.” — *Ps. xci. 14.*

2. Because thou hast made the
Lord, even the Most High, thy habitation,
who is my refuge,

therefore {
there shall no evil
befall thee,
neither
shall any plague
come nigh
thy dwelling.

3. “When the righteous are in authority, the people rejoice;
but
when the wicked beareth rule, the people mourn.”

4. When my spirit shall be wafted
to a more friendly port;
When my shade shall have joined the bands
of those martyred heroes
who have shed their blood
on the scaffold and
in the field;
- } this is my hope.

- | | | |
|--|---|--|
| <p>5. If self must be denied,
 and
 [if] sin [must be] forsaken quite,</p> | } | <p>[then] They rather choose the
 way that's wide,
 and
 [They] strive to think it
 right.</p> |
|--|---|--|

6. "Love not sleep, lest thou come to poverty; open thine eyes, and thou shalt be satisfied with bread."

7. "If, when we were enemies, we were reconciled to God by the death of his Son, much more, being reconciled, we shall be saved by his life."

- (1) We shall be saved by his life
 being reconciled (a) | much more

(2) if we were reconciled to God by the death of his Son,
(3) when we were enemies.

8. "There was a time, when such was the spirit of Rome, that the resentment of her magnanimous sons more sternly crushed the Roman traitor, than the most inveterate enemy."

A time was,

when the spirit of Rome was such

. that the resentment crushed the Roman traitor,
 { of her magnanimous sons, }
 { more sternly }
 than

[it crushed] the most inveterate enemy.

9. "The mind, indeed, enlightened from above,
Views Him in all, ascribes to the grand cause
The grand effect, acknowledges with joy
His manner, and with rapture tastes his style;
But never yet did philosophic tube,

- (1.) Principal sentence.
- (2.) Adjunct of principal.
- (3.) Adjunct of adjunct sentence.
- (a.) Adjunct of subject [participial clause].

11. "No effeminate nobility crowded into the dark and austere ranks of the Pilgrims; no Carr nor Villiers would lead on the ill-provided band of the despised Puritans; no well-endowed clergy were on the alert to quit their cathedrals, and set up a pompous hierarchy in the frozen wilderness; no craving governors were anxious to be sent over to our cheerless El Dorados of ice and snow: no; they could not say they had encouraged, patronized, or helped the Pilgrims: their own cares, their own labors, their own counsels, their own blood, contrived all, achieved all, bore all, sealed all."

No effeminate nobility . . . crowded
into the { dark
and
austere } ranks of the Pilgrims ;

no { Carr
nor
Villiers } would lead on the ill-provided band
of the despised Puritans ;

no well-endowed clergy . . . were
on the alert { to quit their cathedrals,
and
set up a pompous hierarchy
in a frozen wilderness ;

no craving governors . . . were anxious to be sent over
to our cheerless El Dorados
of ice and snow :

no ;

they . . . could not say . . . they { had encouraged,
patronized,
or
helped } the Pilgrims.

Their own cares }
their own labors } .. { contrived all,
their own counsels } .. { achieved all,
their own blood } .. { bore all,
} .. { sealed all.

12. "Shall an inferior magistrate, a governor who holds his power of the Roman people, in a Roman province, within sight of Italy, bind, scourge, torture with fire and red-hot plates of iron, and, at last, put to the infamous death of the cross, a Roman citizen?"

An inferior magistrate, . . . shall a governor, . . . who holds his power of the Roman people, in a Roman province, within sight of Italy,	}	bind, scourge, torture with fire and red hot plates of iron, and (at last) put to the infamous death of the cross,	}	a Roman citizen !
---	---	---	---	-------------------

13. " Shall neither the cries of innocence, expiring in agony, nor the tears of pitying spectators, nor the majesty of the Roman commonwealth, nor the fear of the justice of his country, restrain the licentious and wanton cruelty of a monster, who, in confidence of his riches, strikes at the root of liberty, and sets mankind at defiance? "

. . . . neither The cries of innocence, expiring in agony, nor the tears of pitying spectators, nor the majesty of the Roman commonwealth, nor the fear of the justice of his country,	}	shall restrain
. . . . the { licentious and wanton }	}	cruelty of a monster
. . . . who, in confidence of his riches,	}	strikes at the root of liberty, and sets mankind at defiance !

14. Had they informed themselves of all the circumstances, hazards, and demands of the enterprise before engaging in it (a); had they, after engaging in it (b), listened to the advice of those who were better informed than themselves; or, had they withdrawn from it, when they discovered the obstacles to its success;	}	they might have escaped dishonor.
---	---	--------------------------------------

(1.) This is a single complex sentence, containing one lead-

(a) Limits informed.

(b) Limits listened.

ing clause, and three subordinate, adverbial clauses, each of which is itself limited by a second subordinate.

(2.) A *compound* sentence, on the other hand, must have at least two leading clauses, which may, however, be limited, in the abridged form, by only one subordinate clause; as, —

I have built a house,	}	since you were here.
and		
my brother has sold his farm,		

15. “In the morning sow thy seed, and in the evening withhold not thy hand; for thou knowest not whether shall prosper either this or that, or whether both shall be alike good.”

Sow thy seed	}	for thou knowest not ...	}	whether	{	either	}	shall prosper
in the morning,						this		
and						or		
withhold not thy hand						that		
in the evening;						or		
								whether both shall be alike good.

(a.) A compound sentence, consisting of two copulative members, and one in causal relation. The latter is complex, having the compound, sentential object (subordinate), “whether either this or that . . . alike good.”

16. “When my eyes shall be turned to behold, for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on states dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood! let their last feeble and lingering glance, rather, behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced; its arms and trophies streaming in their original luster; not a stripe erased or polluted, nor a single star obscured; bearing for its motto no such miserable interrogatory as, What is all this worth? nor those other words of delusion and folly, Liberty first, and Union afterward; but, everywhere, spread all over in characters of living light, blazing on all its ample folds, as they float over the sea and over the land, and in every wind under the whole heavens, that other sentiment, dear to every true American heart: Liberty and Union, now and for ever, one and inseparable.” — *Webster*.

I may not see him shining.....
 { When my eyes shall be turned
 to behold the sun in heaven
 { for the last time,
 (rather) ...

{ on the { broken and { fragments
 { dishonored { of a once glorious
 [Union,

{ on states { dissevered,
 { discordant,
 { belligerent,

{ on a land { rent with civil feuds,
 { and
 { drenched, it may be,
 { in fraternal blood;

... let their last { feeble
 { and
 { lingering } glance (to) behold the gorgeous ...

... ensign of the Republic,

{ now { known
 { and
 { honored } throughout the earth,
 { still full high advanced,

(its { arms
 { and
 { trophies } streaming in their original luster,

not a stripe { erased
 { or
 { polluted,

nor a single star obscured),

(ensign) bearing { no such miserable interrogatory
 { as, What is all this worth? (83. 2. a.)
 { for its motto

{ nor those other words of { delusion
 { and
 { folly,
 { Liberty first,
 { and
 { Union afterward;

but everywhere ... [heart:
 { that other sentiment, dear to every true American

{ Liberty
 { and
 { Union, } { now
 { and
 { forever, } { one
 { and
 { inseparable!

(sentiment) blazing on all its ample folds,

{ as they float .. { over the sea
 { and
 { over the land,
 { and
 { in every wind under the whole heavens.

17. "Human reason, in one sphere of its cognition, is called upon to consider questions, which it can not decline, as they are presented by its own nature; but which it can not answer, as they transcend every faculty of the mind." — *Kant's Critique*.

Human reason . . . is called upon to consider questions

in one sphere of
its cognition,

which it can not decline,
as they are presented by its own nature;
but
which it can not answer,
as they transcend every faculty of the
mind.

This is a single complex sentence, consisting of one leading clause, limited by an infinitive clause whose object is, in turn, limited by two complex relative clauses, in adversative relation to each other, and each further limited by an adverbial clause of cause (logical reason.)

As an exercise in construction, the pupil may recast this sentence, abridging it, or expanding into several sentences.

18. "We dare not make ourselves of the number, or compare ourselves with some that commend themselves; for they, measuring themselves by themselves, and comparing themselves among themselves, are not wise."

19. "Could he possibly have committed this crime, (I am sure he could not,) (72) which, as all will acknowledge, is at variance with the character he has borne, and the whole tenor of his life?"

20. "So live that when thy summons comes to join

The innumerable caravan, that moves

To that mysterious realm, where each shall take

His chamber in the silent halls of death;

Thou go not like the quarry slave at night,

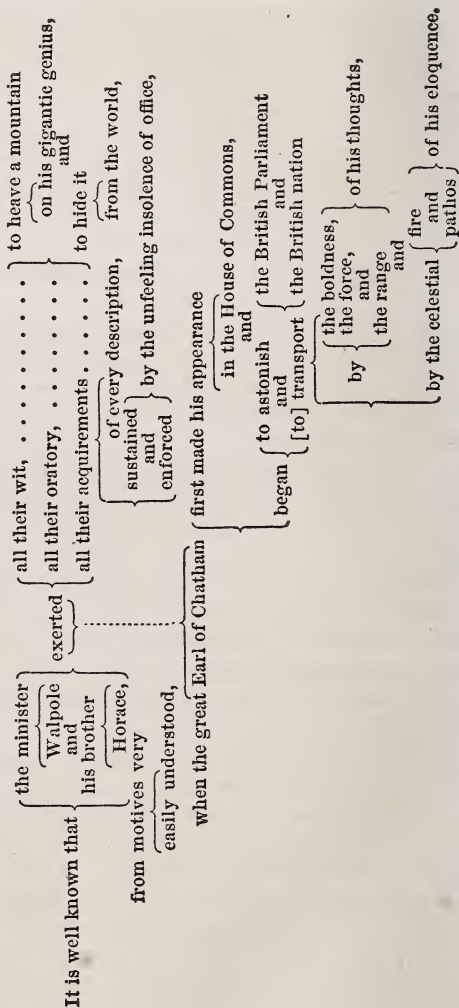
Scourged to his dungeon, but, sustained and soothed

By an unfaltering trust, approach thy grave,

Like one who wraps the drapery of his couch

About him, and lies down to pleasant dreams." — *Bryant*.

21. "When the great Earl of Chatham first made his appearance in the House of Commons, and began to astonish and transport the British Parliament and the British nation by the boldness, the force, and the range of his thoughts, and the celestial fire and pathos of his eloquence, it is well known that the minister Walpole, and his brother Horace, from motives very easily understood, exerted all their wit, all their oratory, all their acquirements of every description, sustained and enforced by the unfeeling insolence of office, to heave a mountain on his gigantic genius, and hide it from the world."



Summary of the Rules of Syntax.

144. The following summary of the principal *rules* of *Syntax* presents the different classes of words, and modes of relation *topically*, and embraces the substance of the leading rules of Etymology¹ and Syntax² in Bullions's Grammar, with such observations as serve to explain cases of difficult construction.

The numbers of the *rules* in parentheses correspond with those of the Grammars of this series. The pupil should, in all instances, consult the Grammar for fuller explanation.

*The Substantive.*³

Nominative Case.

145. The *subject* of a *finite verb* is put in the *nominative*⁴ (Rule VI.); as, "I am." "We sleep."

1. The *case* of the *subject* of an *infinitive* or *participle*, is generally determined by its relation to the *principal verb* (see **140**); as, "*I desire to study.*" "He ordered the *men to fire.*" "*Having said this, he departed.*" "I saw *him running* at full speed."

146. A *substantive*⁵ whose *case depends on no other word*, is put in the *nominative absolute*⁵ (R.VII.). This includes the following:—

1. A *substantive* with a *participle*;⁶ as, "Whose gray top shall tremble, *he descending.*"

2. A *substantive* denoting a person or thing *addressed*;⁷ as, "*Plato, thou reasonest well.*"

3. A *substantive* used in *exclamation*;⁸ as, "O, the *times!*"

Exception.—With an interjection denoting *emotion*, the pronoun of the *first* person is put in the *objective* case; as, "Ah *me!*" "*Me* miserable!"

A. & P. Gr.—¹583. ²677. ³109. ⁴760. ⁵768. ⁶769. ⁷773. ⁸774.

C. S. Gr.—¹Lesson 36. 1. ²36. 2. ³4. ⁴56. ⁵57. ⁶57. 1. ⁷57. 2. ⁸57. 3.

4. A substantive used by *pleonasm*¹ before an affirmative;² as, "The *prophets*, do they live for ever?" "He that made the ear, shall he not hear?"

(a.) We find occasional instances of the pleonastic noun in the *objective* case; as, "Jesus of Nazareth, a *man* approved . . . *him* being delivered by the determinate counsel and foreknowledge of God, ye have taken." [Greek: "'Ιησοῦν τὸν Ναζαραθαῖον ἄνδρα . . . : τοῦτον τῇ . . . λαβόντες," κ. τ. λ. — Acts ii. 22, 23.]

(b.) The introductory particle *it* often refers to a substantive, or substantive phrase or clause, *following* the verb, which is the *real subject* of the sentence;³ as, "It is *John* who is to blame." "It is the duty of all to improve."

Objective Case.

147. A substantive being the *object* of a transitive verb in the active voice is put in the *objective* case⁴ (Rule X.); as, "He loves *us*." "Whom shall we send?"

1. Verbs signifying to *name, choose, appoint, constitute, call*, etc., generally take *two* objects — the *direct*, denoting the person or thing acted upon, and the *indirect*, denoting the result of the act expressed⁵ (83); as, "They elected *him* president."

* * * For fuller discussion of "second objects," (see 82, *et seq.*).

148. A substantive being the *object* of the relation expressed by a *preposition* is put in the *objective* case⁶ (Rule XI.); as, "To *whom* much is given, of *him* shall much be required." "He gave the book to *me*."

1. The prepositional phrase *limits* the *first term* of the relation; as, "He *went* TO BOSTON." "The *book* ON THE TABLE belongs to me." (What book?)

2. Nouns denoting *time, value, weight, or measure* are commonly in the objective, without a "governing" word;⁷ as, "It cost *a dollar*." "It weighs *a pound*."

A. & P. Gr. — ¹1044. 2. ²775. ³583. 25. ⁴801. ⁵810. ⁶818. ⁷828.

C. S. Gr. — ²Lesson 57. 4. ⁴61. ⁵61. 5. ⁶62. ⁷62. Sp. Rule.

3. A *phrase* or *clause* may be the *subject* of a verb, or the *object* of a transitive verb, or a preposition; ¹ as, —

Subject. — “*To study hard* is the best way to improve.” “*That nothing could change his purpose* was evident.”

Object. — “He declared *that nothing could give him greater pleasure.*” “Whether good or whether bad, depends on *how we take it.*”

4. When a phrase or clause is used substantively as subject or object, the *relation* to *each other* of the words it contains is *not* thereby *affected*.²

Possessive Case.

149. A substantive that *limits* the signification of *another*, by denoting *possession*, *origin*, or *fitness*,³ is put in the *possessive* case⁴ (Rule XIII.). “The *boy's* hat.” “The *sun's* rays.” “The *men's* coats.”

*** Nouns in the possessive case are sometimes merely descriptive of some circumstance which the principal noun represents; as, “*Pompey's Pillar.*” “The king's evil,” etc.

Apposition.

150. Substantives placed together for the sake of emphasis or explanation, and denoting the *same thing*, are said to be in *apposition*, and *agree* in *case*⁵ (Rule I.); as, “*Cicero*, the orator, was a Roman.” “He spoke of *John*, the beloved disciple.”

151. The *predicate* substantive after an attributive verb is in the *same case* as the *subject* before it⁶ (Rule IX.); as, “It is *he.*” “I thought *it* to be *him.*” “I knew *him* to be an honest man.”

The Pronoun.

Personal Pronouns.

152. *Personal Pronouns* agree with the words for which they stand, in *gender*, *number*, and *person*⁷

A. & P. Gr. — ¹583. 23. ²583. 24. ³165. ⁴839. ⁵583. 5; 667. ⁶796. ⁷729.

C. S. Gr. — Lesson ⁴64. ⁵51. ⁶60. ⁷54.

(Rule IV.); as, "All that a *man* hath *he* will give for *his* life."
 "The *people* elect *their* rulers."

See Special Rules 1, 2, 3 (A. & P. Gr. 730), as to the number and person of pronouns referring to two or more words.

1. *Myself*, *thysself*, etc., are often the *objects* of verbs, of which the words they represent are the subjects. They are, in such instances, called *reflexive* pronouns; ¹ as, "*You* wrong *yourself*." "*He* gave *himself* to his country."

Relative Pronouns.

153. The *relative* agrees in *person* and *number* with its *antecedent* ² (Rule V.); as, "Thou *who* speakest." "The book *which* was lost."

1. A relative [or interrogative] in the *objective* case generally *precedes the verb* on which it depends, as well as the subject of the verb; ³ as, "The boy *whom* I saw." "The book *which* I bought."

2. The *antecedent* of the relative is frequently *omitted*, especially in poetry; as, —

"Grace that won [those] who saw to wish her stay." — *Milton*.

"Him who disobeys, me disobeys." — *Id.* B. V. 611.

[He] who disobeys him, disobeys me.

" * * * And to subdue

By force [those] who reason for their law refuse."

— *Id.* VI. 40.

"Sent from [him] whose sovereign goodness I adore."

— *Id.* VIII. 647.

3. The relative *what* is never used, save when its *antecedent is omitted*. It represents but *one* case, — the nominative or objective; but it implies a reference to a *general antecedent*, omitted, to which belongs the other case required by the construction.⁴ [See also A. & P. Gr. 265, 266, 279, *et seq.*, and Appendix, IV.]

A & P. Gr. — ¹583. 6. ²742. ³583. 9; 816. ⁴583. 11.

C. S. Gr. — ²Lesson 55.

4. The relative in the *objective* case is often *omitted* — (rarely in the nominative, except in poetry¹); as, “Here is the money [*which*] I borrowed.”

5. The relative *without an antecedent* is sometimes used in idiomatic sentences, as a sort of *connective* between *two verbs*, depending, in some sense, upon both. But the antecedent may be supplied; as, “WHOM, having not *seen*, we *love*.” “In WHOM, though now we see him not, yet *believing*, we *rejoice*.”

6. The *Compound relative*² *whoever*, etc., with its regimen, may be regarded as a *substantive clause*, used according to an idiom of the language—the *relative* having only the case required by the clause. No antecedent is ever expressed;³ as, “*Whoever told such a story* must have been misinformed.” “Take *whichever you please*.”

The Verb.

Finite Verb.

154. A verb (finite) *agrees* with its *subject* in *number* and *person*.⁴ (Rule VIII.)

1. A *singular* noun used in a *plural sense* has a *verb* in the *plural*; ⁵ as, “Ten *sail are* in sight.”

2. Two or more substantives *singular, taken together*, have a *verb* in the *plural*; ⁶ as, “James and John *are* brothers.”

3. Two or more substantives, *singular, taken separately*, or one to the exclusion of the rest, have a *verb* in the *singular*; ⁷ as, “James or John *is* here.”

4. A *collective* noun, expressing many *as one whole*, has a *verb* in the *singular*; ⁸ as, “The *army is* large.”

5. A collective noun, expressing many *as individuals*, has a *verb* in the *plural*; ⁹ as, “The *public are* respectfully informed.”

A. & P. Gr. — ¹751. ²272. ³583. 12. ⁴776. ⁵777. ⁶778. ⁷785. ⁸790. ⁹791.

C. S. Gr. Lesson ²13. ⁴58. ⁵59. 1. ⁶59. 2. ⁷59. 3. ⁸59. 5.

6. When verbs are *not connected* in the same construction, each must have its own subject; ¹ as, "Our *friend* brought two loads to market, and *they* were sold at a good price."

7. The *subjunctive mood* [elliptical future (see 223)] is used in dependent clauses, when both *contingency* or doubt, and *futurity* are expressed, ² (Rule XIV); as, "If he *study*, he will improve." "If he *do* but *touch* the hills, they shall smoke." [See A. & P. Gr. 391.]

The Infinitive.

155. The *infinitive mood* "is governed by" [depends upon and limits] *verbs*, *nouns*, and *adjectives*, ³ (Rule XV.); as, "I *desire* to learn." "A *desire* to learn." "*Anxious* to learn."

1. The infinitive is *never used except in dependent clauses*. And although it must, as a verb, of necessity have a *subject*, expressed or understood, it is most frequently used in so *general a manner*, that the subject is often unimportant or unknown.

2. The infinitive is a sort of *verbal noun*, ⁴ and frequently stands for little else than the *name of an act* not referred to any particular subject.

3. It has the construction of both a *verb* and a *noun*.

(a.) As a *verb*, ⁵ it may have all the *modifications of the verb*, with subject, object, attribute and adjunct.

(b.) As a *noun*, ⁶ it may be the *subject* or *object* of another *verb*, an *adjunct*, or in *apposition* with a substantive, *object* of a *preposition*, or may have any other substantive use. [See Special Rules, A. & P. Gr. 869, *et seq.*]

Participles.

156. *Participles* have the construction of *nouns*, *adjectives*, and *verbs*. ⁷ (Rule XVI.)

A. & P. Gr.—¹ 795. ² 857. ³ 865. ⁴ 866. ⁵ 868. ⁶ 867. ⁷ 890.

C. S. Gr.—Lesson ² 65. ³ 66. ⁴ 67. ⁷ 67.

1. Every participle has its *own subject*, which it *limits*, expressed or understood.

2. A participle *used as a noun*¹ may be the *subject* of a verb, *predicate substantive*, or the *object* of a verb or preposition; as, "*Saying is not doing.*" "*Avoid doing evil.*" "*He was earnest in doing his duty.*"

3. A *participle* used as a substantive or an adjunct may have *all the limitation* of the verb² from which it is derived.

4. The participle as an *adjective* expresses an attribute of a substantive, *without affirmation*; ³ as, "The sword hangs *rusting* on the wall."

5. The participle is sometimes used *absolutely*; ⁴ as, "*Properly speaking*, there is no such thing as chance."

The Adjective.

157. An *adjective* or *adjective adjunct* [adjective, article, participle, adjective pronoun, or clause (123)] *qualifies* the *substantive* to which it belongs.⁵ (Rules II., III.)

1. An adjective after an *attributive* verb limits the *subject* of that verb; ⁶ as, "Snow is *white*." "*To do good* is commendable."

2. *Two or more adjectives* in succession, either with or without a conjunction, qualify the *same* word; ⁷ as, "A *wise* and *just* man can not lack friends." "A *beautiful white* dove."

3. When an adjective *precedes two nouns*, it generally qualifies *them both*; ⁸ as, "The training of the young requires *great care* and *patience*."

The Adverb.

158. *Adverbs* modify *verbs*, *adjectives*, and other *adverbs*⁹ (Rule XVIII.); as, "John speaks *distinctly*; he is *remarkably* diligent, and reads *very* correctly."

1. Adverbs sometimes modify *nouns*, pronouns, and prep-

A. & P. Gr. — ¹891. ²894. ³893. ⁴907. ⁵676-704. ⁶684.
⁷583. 1. ⁸583. 2. ⁹922.

C. S. Gr. — Lesson ⁵52. ⁶69.

ositions ; ¹ as, “I, *only*, am left *alone* to tell thee.” “And *Satan* came *also* among them.” “He was *nearly over* the hill.”

2. A *phrase* or *clause* is often used as an *adverb*. (66. 2—125.)

Conjunctions.

159. Conjunctions connect *words*, *phrases*, or *sentences*.² (Rule XIX.)

1. Words of the *same class*³ having a *similar relation* to some other word : —

(a.) The same *cases* of *nouns* and *pronouns*; as, “Give the book to *him* and *me*.” “*He* and *I* will go.”

(b.) The same *moods* and *tenses* of *verbs*; as, “He *came* and *fulfilled* his promise.” “*Come* and *see*.”

NOTE. — A *participle* and an *infinitive* are sometimes connected, referring to the same subject; as, “And renders us *unpracticed*, *unprepared*, and still *to seek*.” (Par. Lost, VIII. 196.) “Time *past*, *present*, and *to come*.”

(c.) *Adjectives* limiting the *same substantive*.

(d.) *Adverbs* limiting the *same* word.

(e.) *Prepositions* with a *common regimen*; as, “*To* and *from* the city.”

2. *Sentences* : —

(a.) *Coordinates*, or in the same construction.

(b.) *Subordinate* clauses limiting the *same* principal clause. (See 133. 2.)

3. *Phrases* are connected in the same way as the words whose office they perform; as, “He went *up the hill* and *over the river*.” “*All of the men* and *most of the women* were present.”

4. When conjunctions *connect clauses*, they *do not connect* individual *words* in those clauses.⁴

5. The conjunctions *than* and *as*, implying comparison, connect, in the same case, words having the same construction;⁵ as, “*Gold* is heavier *than silver*” [is]. “Choose *wisdom* rather *than riches*.”

A. & P. Gr. — ¹923, 924. ²944. ³945. ⁴573. 5. ⁵583. 20.

C. S. Gr. — Lesson 270. ³70. 1.

6. A substantive is sometimes connected with another, in a sort of apposition, by the word *as*.¹ “I have known *him* as a *friend*.” “As a *statesman*, he was wise.”

7. *Than* has sometimes a prepositional force, and is followed by the objective case; as, —

“Nor ever saw, till now,
Sight more detestable *than* him and thee.”

Par. Lost, II. 744.

The Preposition.

160. A *preposition* shows the relation between the *principal* word in its phrase, and the *word which the phrase limits*; as, “It *lies on* the *table*.” “The *love of* money is the root of all evil.” “There was another *large of* understanding.” “*Sagacious of* his *quarry*.”

1. *Any word* which a prepositional phrase, as an adjective or adverbial adjunct, can limit, may be the *first term* of the relation.

Interjections.

161. *Interjections* have [generally] *no grammatical relation*.² (Rule XX.)

1. Sometimes an interjection denoting passionate desire, longing, suffering, etc., is followed by a *dependent* clause. In this case the *interjection* stands for the *leading proposition*; as, —

“O, that this too, too solid flesh would melt,
Thaw, and resolve itself into a dew!”

“O, that I had wings like a dove! then would I fly away and be at rest.”

2. The “O,” in the preceding sentences, is the *grammatical equivalent* of “I wish;” but the substitution of these or other explanatory words would be either tame and absurd, or too diffuse to express the passion we unconsciously recognize in the simple interjection.

A. & P. Gr. — 1674. 2970.

C. S. Gr. — Lesson 271.

Words.

162. *Words*, being the signs of ideas, perform their proper office in discourse, —

1. When *each word*, used in an accepted and understood sense, presents the *exact idea* for which it is made to stand, and, —

2. When the *several words* that make up each sentence are in such *form*, and *so disposed*, that the several ideas are clearly seen in their proper order and relation, and the proposition is presented with *clearness*, *force*, and *elegance*.

163. Words, therefore, are to be considered chiefly, —

1. In their *meanings*,* including, of course, their origin and etymology; and, —

2. Their *relations*, as used in discourse.

3. The changes which words undergo, by *inflection* and otherwise, are partly referable to their *etymology*, and partly to their *use* to express idiomatic relation, or euphony.

* As fundamental in the discussion of the nature, laws, and use of language, it may be noted, —

I. That a large class of words furnishes us with the names of *simple ideas*, and that these words are *incapable of definition*. They are the root-words of the language, and the simplest form of which language is capable. Among these are, —

1. Names of simple *objects*; as, *tree*, *man*, *boy*, etc.

2. Names of simple *qualities*; as, *sweet*, *good*, *blue*, etc.

3. Names of simple *physical acts*, and the like.

4. *Connectives*, either in their present form, or in the noun or verb form in old Anglo-Saxon or Gothic. — *Locke*, Bk. III. chap. iv.

II. A class of words, some simple and some complex, are so universal and necessary in our use and idiom of speech, that a knowledge of their force and meaning is vital.

1. Of this class we may notice, first, those words which stand for the common *relation of things* to each other, viz. — the connectives (see 15. 3); as, —

And means, added to.

Is means, first, exists, but generally a term of relation, used to assert one idea of another; as, “*Snow is white*.”

On, *under*, *beside*, etc., upon whose meaning the distinctive force of the sentence depends; thus, —

164. For convenience of discussion, words may be classified as to their *uses*, their *form*, and their *derivation*,¹ as in the following table:—

WORDS.	FORMATION	{ Primitive: as, boy, wise. { Derivative: as, boyish, wisely. { Simple: as, ink, book, stand. { Compound: as, ink-stand, etc.
	FORM	{ Inflected: as { wise, wiser, wisest. { write, wrote, written. { Uninflected: as . . { the, in, on. { over, under, etc.
	USE. PARTS OF SPEECH	{ 1. Prin'l Elements { Noun: as, man. { Pronoun: as, he. { Verb: as, love, struck. { 2. Adjuncts { Adjective: as, good, bad. { Article: as, <i>a</i> man, <i>the</i> boy. { Adverb: as, wisely, nobly. { 3. Relators . . { Conjunction: as, and, but. { Preposition: as, to, into, by. { 4. Attendants { Interjection: as, ah! oh! alas! { Expletives: as, <i>There</i> is no [such word as fail!

“The book is *on* the table.”

“The book is *under* the table.”

“The book is *beside* the table.”

2. Words that are the current terms to express our consciousness of certain *relations* of a *subject* of thought, to that conceived or asserted of it, become, in some sense, form-words of language. These are, especially, those which indicate the distinctions of *voice*, *mood*, *tense*, etc.,—being to our language what inflections are to the Greek and Latin.

It may not be amiss to consider here, that, for the abstract symbols found in *inflections*, we have the more perfect and definite form of *real* words, retaining, for the most part, their original and forceful meaning.

Of this class are, especially, the auxiliaries. (See A. & P. Gr. 329-364.)

These, though somewhat modified in their use, and generally regarded by grammarians as if inseparable from the so-called principal verb, *never entirely lose* their original meaning.

Thus, in affirming the act of *writing* of some subject, as, “the pupil,” we have, by means of these form-words, the following relations:—

The pupil *writes*, positive assertion.

The pupil *has* written, the *possession* (having) of the act, by reason of its being finished by him.

165. *Words*, according to the *office** which they perform in a sentence, are divided into different classes, called *Parts of Speech*.¹ This classification is of use chiefly for the following purposes : —

1. To assign to the *same class* words having the same general use and the same accidents, for the better discussion of their characteristics.²

2. To establish certain canons, called *Rules of Syntax*, in accordance with which, certain classes or forms of words must be used when put in *relation* to each other.³

166. Only words that are *names* of things can be used as the *subject* of a proposition. Such words may be also objects. These are called nouns. Hence (as this is their most common use), the general definition.

167. A *noun* is the name of a thing.

1. No sentence can be made *without a noun*, or some word, phrase, or clause standing for a noun.

2. Belonging to the same class, as performing the same office, (representatively) are *pronouns*.⁴

168. In the statement of every proposition, some word must be used to *affirm*⁵ of the subject. Such word is called a *verb*. Hence the definition, —

169. A *verb* is a word used to express the *act, being, or state* of its *subject*.⁶

The pupil *shall* (to) write, is under obligation.

The pupil *will* (to) write, the speaker judges it is his will; that
he *wills* or wishes.

The pupil *may* (to) write, is permitted (or it is possible).

The pupil *can* (to) write, is able to write.

The pupil *could* (to) write, . . . was able.

The pupil *would* (to) write, . . . had a mind, etc.

* Since grammar considers both the uses and meanings of words, as individuals and in classes, our authors have generally given the definitions of the parts of speech in the abstract, and the dictionaries distribute the definitions according as, in their general use, words perform the office of one part of speech or another; strictly speaking, the grammatical distinction can be fully determined only by the use of a word in discourse.

A. & P. Gr. — ¹91, 92. ²95. ³96, 97. ⁴228. ⁵661. 1. ⁶314.

C. S. Gr. — ¹Lesson 3. ³36. ⁴12. ⁵50. 1. ⁶16.

170. A sentence may be formed by the use of a *substantive* and a *verb*, attended by no other words, and it must contain, at least, these (35). Hence we have, as, —

1ST CLASS—*Essential words.* { *Nouns.*
[*Pronouns.*]
Verbs.

171. The simplest *extension*, or limitation of the idea expressed by a *substantive*, is made by a word expressing *quality, circumstance*, etc., or in some way used to designate or point it out. Such word is called an *adjective*. Hence, —

172. An *adjective* is a word used to *qualify* a substantive.¹

[The *article* performs an adnominal office; but has generally been classified, from its peculiar use, as a separate part of speech.²]

173. The simplest *limitation* of a *verb* is shown by a word, used to tell the *time, manner*, etc., of the fact expressed by the verb. Such word may similarly limit adjectives, and other words of its own class. Hence, —

174. An *adverb* is a word used to *modify* a verb, an adjective, or another adverb, or to denote some circumstance respecting it.³

We have then, as, —

2D CLASS — *Adjuncts*, or { *Adjectives.*
Limiters. { [*Article.*]
Adverbs.

**** Adjective Pronouns**, and *Nouns* in *Possessive Case*, in apposition, and as attributes, perform the office of adjectives.

175. To *connect* and express a *variety* of *relations* between words, which can be shown, neither by their form nor position (15. 3), we employ words called *connectives*, of which there are two general classes.

A. & P. Gr. — ¹195. ²183, 194, 707-728. ³523.

C. S. Gr. — ¹Lesson 10. ²9. ³31.

1. *Conjunctions* which *connect* words, phrases, and sentences in the same construction, or unite a clause to a sentence, to show some modification.

2. The *preposition* which shows the *relation* (objective) between the principal word in its phrase, and the word which the phrase limits. Hence, —

3D CLASS — *Relators*. { *Conjunctions*.
 Prepositions.

176. In addition to these there are, of *attendant* words, —

1. To express *emotion*, having no grammatical relation to other words, — *Interjections*.

2. Words used out of their ordinary meaning, by an *idiom*, to give smoothness or elegance to discourse, called *words of euphony*, or expletives; as, “*There are five men here.*”

177. The following sentences give examples of the ordinary *use* of the different *parts* of *speech*.

1. “The little *bird* *sings* in that high tree.”
2. “The boy *saw* the *bird* on its nest.”
3. “My *brother* *came* home last night.”
4. “He brought that *boy’s* book to the master.”
5. “A *good* *boy* is always *honest* and *truthful*.”
6. “He studies his lesson *diligently*.”
7. “*John* lives at home; *he* is a good boy.”
8. “I have known *him* many years.”
9. “This book is better than *mine*.”
“I saw *his* *father* in the garden.”
10. “The *boy* *who* *studies* will improve.”
11. “The *book* *which* I *bought* is new.”
12. “I know the *boy* *whose* *brother* is here.”
13. “The boy *and* his sister go to school *and* study.”
14. “Mary reads *and* John writes, *but* Peter is idle.”
15. “The cover *of* the box lies *on* the table.”
16. “*Oh*, what a beautiful present!”

178. *Parsing*.¹

The *full-faced words* in the preceding examples may be parsed as follows : —

1. *Bird* — a noun, common, 3d person, singular, nominative, and the subject of the verb *sings*.

2. *Bird* — a noun, common, 3d person, singular, objective, the object of the transitive verb *saw*.

3. *Came* — a verb, intrans., irreg., — *come, came, coming, come*, — past indic., agrees with its subject, *brother*, in the 3d sing.

4. *Boy's* — a noun, com., masc., 3d, sing., possessive, and limits the word *book*.

5. (a.) *Good* — an adjective of quality, irreg., — *good, better, best*, — positive, and limits *boy*.

(b.) *Honest* — an adjective, in the predicate, affirmed as an attribute of *boy*, which it limits. [Same of *truthful*.]

6. *Diligently* — an adverb [from *diligent*], comp., — *diligently, more diligently, most diligently*, — positive, and limits the verb *studies*.

7. *He* — a pronoun, personal, stands for *John*, 3d, sing., nom., subject of *is*.

8. *Him* — a pronoun [as before], objective, object of the verb *have known*.

9. (a.) *Mine* — a pronoun, personal, 1st, sing., possessive, limits *book*, understood.²

(b.) *His* — a pronoun [as before], possessive, and limits *father*.³

10. *Who* — a relative pronoun, relates, for its antecedent, to *boy*, etc., which its clause limits (see 115), in 3d pers., sing., nom., and subject of *studies*.

11. *Which* — a relative, etc. [as before], objective, and the object of the verb *bought*.

REMARK.—A relative in the objective case, generally precedes the verb on which it depends.

A. & P. Gr. — ¹574, *et seq.* ²240, 241. App. III. ³292.

C. S. Gr. — ¹Lessons 36, 37, 75. ³14, Obs. 2.

12. *Whose* — a relative pronoun, antecedent, *boy*, possessive, limits *brother*.

13. (a.) *And* — a conjunction, copulative, connects the words *boy* and *sister*.

(b.) *And* — conj., connects the predicates, *go to school* and *study*.

14. (a.) *And* — a conj., connects the sentences, *Mary reads*, and *John writes*.

(b.) *But* — a conj., adversative, connects the sentence, *Peter is idle*, with the preceding, showing antithesis.

15. (a.) *Of* — a preposition, connects the objective, *box*, with the word *cover*, which the phrase, *of the box*, as an adjective, limits.

(b.) *On* — a prep., shows relation between the objective, *table*, and the verb, *lies*, which the phrase, *on the table*, as an adverb, limits.

16. *Oh* — an interjection ; has no grammatical relation.

NOTE. — The parsing of words as set forth above, and as generally practiced in our schools, may degenerate into mere routine. Care should be taken that this exercise be made only a means to the great end of familiarity with the forms, meanings, and relations of words, so as to give the pupil skill in their use, and readiness in apprehending and mastering what he reads or hears.

It is essential that the pupil early acquire such skill in the recognition and statement of the grammatical accidents of words, that he may, without embarrassment, give full attention to their relation and force in construction. The same order of etymological parsing should always be observed.

For models, see A. & P. Gr., under the several Parts of Speech, 177, 194, 225, 253, 278, 286, 313, 428, 537, 553, 560, 572.

In connection with the parsing of each word, the pupil may make an analysis of the same, if it be a derivative, according to the forms hereafter given. (225, *et seq.*)

179. Table of the Parts of Speech.

PARTS OF SPEECH.	1st Class — Principal Elements.	Nouns ¹	Proper	{	1. Particular names. 2. In transition state.	
			Common			1. Class names.
						2. Collective names.
						3. Names of materials.
						4. Names of measures.
		Pronouns ² . .	Personal	{	Simple.	
			Relative			Compound.
			Interrogative	{	Possessive.	
			Adjective		Distributive.	
			Verbs	Use . . .	Transitive..	{
	Passive					
Intransitive	{	Indicative . . .				
Attributive		Potential				
Form		Regular			Subjunctive . . .	
	Irregular	Imperative . . .				
	Defective	Infinitive				
	Connection	Principal		Participial		
		Auxiliary		{	Tenses. ³	
2d Class — Adjuncts.	Adjectives ⁴	1. Of Quality.				
		2. Of Quantity.				
		3. Circumstantial.				
		4. Participial.				
	Adverbs	{	1. Time.			
2. Place.						
3. Manner.						
4. Cause. (129.)						
3d Class — Connectives...	Conjunctions . .	{	Copulative . .	{	Connective.	
					Continuative.	
		Disjunctive . .	Distributive.			
			Adversative.			
	Prepositions ⁵ . .	{	Place.			
			Time.			
			Agent or Instrument.			
			Cause.			
			Miscellaneous relations.			
	4th Class — Attendants . . .	{	Interjections — various emotions.			
Expletives, and Words of Euphony.						

A. & P. Gr.—¹107. ²232. ³398. ⁴207. ⁵545.C. S. Gr.—²Lesson 12. ³20. ⁴10.

Uses of the Parts of Speech.

180. A *noun* or *pronoun* may be,—

1. The *subject*¹ of a verb; as, “*Boys* play.”
2. *Attribute* (78), after an attributive verb; as, “*John* is a scholar.”
3. In *apposition*, —
 - (a.) *Limiting*; as, “*Cicero*, the ORATOR, was eloquent.”
 - (b.) By *pleonasm*; as, “The BOY, O, where was *he*?”
4. Case *independent*, —
 - (a.) By *address* or *exclamation*; as, “Hear, O, my people!”
 - (b.) With a *participle** (131); “The SUN *having set*, we returned.”
5. The *object* of a *verb*; as, “He *learned* his LESSON.”
6. The *object* of a *relation*; as, “He lives *in* the CITY.”
7. *Limiting* another noun — possessive case. “The SUN’s rays.”

181. A noun, as subject or object of a finite verb, may be the *subject* of an *infinitive* or participle (see 138. 1); as, “I believe HIM *to be* innocent.” “They met HIM *riding* at full speed.”

182. A *verb* expresses the *act*, *being*, or *state*, of its subject.

1. Simple *affirmation*; as, “God REWARDS the good.”
2. Asks a *question*. Interrogative; as, “DOES God REWARD the good?”
3. *Commands*; as, “Come unto me.”
4. Expresses *possibility*, *power*, *obligation*, etc.; as, “I can go.” “I may write.”
5. Any tense of the *indicative* or *potential* mood may be used in a *conditional* clause, to express contingency, etc.; as, “If he *has arrived*, bid him come in.” “If I *can do* it, I will.”

* Strictly speaking, the entire clause is fragmentary, or elliptical; but the participle, none the less, refers to the noun as its *subject*.

6. The *infinitive* has various uses.

(a.) *Limits* the *subject* of the principal verb; as, "The *desire* TO EXCEL made him industrious."

(b.) *Limits* the *object* of another verb; as, "He told *me* TO GO."

(c.) Used *substantively*; as, —

Subject, — "TO PLAY *is pleasant*."

Object, — "He loves *to play*."

Attribute,¹ — as, "To obey *is to enjoy*."

"The laws *are to be respected*."

"The ship *is to sail* to-morrow."

(d.) As *second object* (82), after an adjective; as, "He was *anxious* TO LEARN." "I am *able* TO DO it."

(e.) To indicate the *purpose*, *end*, or *design*, of the act expressed by a preceding verb;² as, "I *came* TO BURY Cæsar, not TO PRAISE him."

183. When the infinitive is used as the subject or object of another verb, or as second object, its *own* subject is sometimes expressed, and generally introduced by the particle *for*; as, "*For me to die* is gain."

184. *Infinitives* and *participles*, being leading elements in dependent clauses, are parsed variously, according to the office and relation of their clause in the sentence. They are *moods* of the verb, and, as such, have their *own subjects*, expressed or understood. But the very fact of their use as subordinates, to aid in the structure of a principal sentence, gives them, most frequently, a *general force*, in which they are, in part, abstracted from relation to a particular subject; as, "To play is pleasant." *To play* is little more than the *name* of an act.

185. Sometimes the *infinitive* forms, with the leading verb, a sort of compound verb, the whole being a concrete affirmation of one subject, and having the same object; as, "*He* INTENDED TO INJURE *me*."

A. & P. Gr. — 1876. 2882.

C. S. Gr. — ¹ Lesson 66, Sp. R. 4. 266, Sp. R. 6.

Uses of the Relative.

186. The *relative* pronoun is in the nature of an *adjective*. It always refers to a *preceding* substantive, which it *limits* or *defines*.

187. The principal *uses* of the *relative* are illustrated in the following:—

1. Nominative.

“He, *who* acts greatly, is truly great.”

“He, *that* knows himself best, esteems himself least.”

“That, *which* can not be cured, must be endured.”

“*What* sculpture is to a block of marble, education is to the mind.”

2. Possessive.

“Happy is he *whose* friends are born before him.”

“He it was, *whose* guile deceived the mother of mankind.”

“A religion *whose*¹ origin [the origin of which] is divine.”

“They ascended a mountain *whose* summit was covered with snow.”

[NOTE.—*That* and *what* have no possessives.]

3. Objective.

“He, *whom* thou lovest, is sick.”

“This is he, of *whom* Moses did write.”

“Satan, than *whom*,² none higher sat.”

“God rested on the seventh day from all his work *which* he had made.”

“And yet there are five years, in *which* there shall be neither earing nor harvest.”

“— That worthy name by *which* ye are called.”

“All *that* a man hath will he give for his life.”

“Eat *what* you like, but pocket nothing.”

188. Formerly, *which* was used preceded by *the*; as, “— that worthy name by *the which* they are called.”— *James* ii. 7.

189. *Which* is sometimes used without its antecedent, in a distributive sense; as, "Take *which* you will."

* * For a discussion of *what* and the compounds, see A. & P. Gr.—**266, 272, 273**, and Appendix, IV.

190. The *relative clause generally* occurs in the body of the principal clause, following the antecedent; but it *sometimes follows* the entire clause, and sometimes *precedes* it; as, "He most lives, *who thinks most*." "He doubles his gift, *who gives in time*."

* * For directions as to the *position* of the relative, see A. & P. Gr. — **754, 759**.

Interrogative Pronouns.

191. The *interrogative* pronoun is of the *same nature* as the *relative*; but it refers not to a preceding, but to a *subsequent* sentence.

1. As interrogatives, *who* and *which* are both applied to persons — *who*, indefinitely, and *which*, definitely; as, —

"*Who* will show us any good?"

"*Which* of you will go?"

2. *What* is used in a general and indefinite sense; as, "*What* do you want?" "*What* book will you take?"

3. *Which* discriminates, and involves a knowledge of several things to be discriminated; as, "*Which* (of the books) do you want?"

Incorrect. — "*Which* man is he that liveth, and shall not see death?" [*What* man.]

"*What* of the nations of Europe is most friendly?" [*Which*.]

Uses of the Adjective.

192. *Adjectives*, and adjective words, including the article and possessive pronouns, are used,—

1. As directly *limiting* the substantive they describe; as, "GOOD *boys*." "NEW *books*."

2. In *predication*, as attributes; as, "*Sugar* is SWEET."

Uses of the Adverb.

193. Adverbs limit,—

1. *Verbs*, to express circumstances of time, manner, etc.; as, "The horse *runs* SWIFTLY." "He *will come* SOON."
2. *Adjectives*; as, "It is VERY good." "He is TRULY wise."
3. Other *adverbs*; as, "He reads VERY correctly."
4. Occasionally, *various words*,—
 - (a.) *Nouns*; as, "He chose *only* men." "Chiefly citizens."
 - (b.) *Prepositions*; * as, "He is NEARLY up the hill."

194. When the limitation is satisfied by reference to the *verb* (or other predicate word alone, adjective or adverb), then the limiter is an *adverb*; but when the limitation is *carried back*, through the predicate, to the *subject*, then an *adjective* should be used; as, —

Adjective: "The sky looks *cold*."

"The man felt *sad*."

Adverb: "He looked *coldly* on me."

"His visage was *sadly* marred."

1. The verbs which take *adjectives* after them, limiting the subject, are *attributives*.

2. *Adverbs* are sometimes used to stand for a *proposition*; as, *no, yes, truly, verily*, etc.

Uses of the Conjunction.

195. The primary use of the *conjunction* is to *connect sentences*.

1. Since propositions are often *abbreviated*, in thought or in expression, by the suppression of a common term, conjunctions are also said to connect *words* or *phrases*.†

* The adverb may, in such case, be regarded as limiting the *entire adjective* (or *adverbial*) *phrase*, which is introduced by the preposition.

In most instances in which an adverb seems to limit a noun, other words may be supplied; or the limiting word, generally an adverb, has, by idiomatic use, become an adjective.

† For example, take the sentence, "John *and* James are good boys;" there is no doubt that the meaning is, "John is a good boy," and "James

196. Conjunctions are of two general classes, *Copulative* and *Disjunctive*.

197. A Copulative conjunction joins sentences together, and also *connects their meaning*. Of these there are two kinds: —

1. *Connectives*, which merely unite sentences in proper, though not necessary, relation to each other; as, “The sun shines, *and* the sky is clear.” “Bacon was a philosopher, *and* Milton was a poet.”

2. *Continuatives*,* which add on a member or clause, *limiting*, or, in some way, continuing the sense of the preceding; as, “I will go, *if* my brother come.” “I wrote, *because* it pleased me.”

198. Disjunctive conjunctions join two sentences together, but *disconnect* their meaning. They are of two kinds, —

1. *Simple*, or distributive, which disjoin and oppose, indefinitely; as, “It is day, *or* it is night.” “He may go, *or* he may stay.”

2. *Adversative*,† which oppose or contrast the sentences they connect.

is a good boy;” but it is better to consider that the speaker, having formed the same judgment of each, revises it, and connects *John* and *James* directly, before uttering the predication.

* *Continuative* conjunctions are, —

1. *Suppositive*, when they denote contingency, supposition, etc., but do not assert an existence; as, “*If* the sky fall, we shall catch larks.”

2. *Positive*, which show the coincidence of one assertion with another. They may be distinguished as, —

(a.) *Causal*, which subjoin causes to effects; as, “The ship was lost *because* the pilot was unskillful.”

(b.) *Collective*, which subjoin effects to causes; as, “The pilot was unskillful, *therefore* the ship was lost.”

† 1. *Adversatives*, relating to *substances* and their *qualities*, are distinguished as *absolute* or *comparative*; as, —

Absolute: “Achilles was brave, *but* Thersites was not.”

“Scott was a soldier, *but* not a statesman.”

“Cicero was an orator, *but* Plato was a philosopher.”

Comparative: “He is wiser *than* his brother.”

199. It will be seen, that, —

Conjunctions, according to their meaning, affect the entire sense of the propositions which they connect; as, —

“ I will go, *if* you will go with me.”

“ I will go, *and* you will go with me.”

“ I will go, *before* he arrives.”

“ I will go, *after* he arrives.”

“ I will go, *unless* he arrives.”

“ I will go, *because* he arrives.”

200. Table of Connectives.

CONJUNCTIONS.	{	Copulative	{ CONNECTIVE.	
			{ CONTINUATIVE . .	
			{	
			{	
CONJUNCTIONS.	{	Disjunctive	{ SIMPLE.	
			{ ADVERSATIVE	
			{	
			{	

Analysis of the Verb.

201. Custom has sanctioned the assigning of no less than *thirty-seven*† *forms* to the active voice, besides occasional idiomatic forms. The verb *to be* [and hence the passive voice of all transitive verbs] has nearly as many.

202. Now, an analysis of the verb shows no more than

2. *Adversatives* relating to *events*, and their causes or consequences, are distinguished as *adequate* and *inadequate*; as, —

Adequate: “ *Unless* these remain in the ship, ye can not be saved.”

Inadequate: “ *Troy* will be taken, *although* *Hector* defend it.”

* Relating to substances and their qualities, and showing a simple apposition of the same attribute in different subjects, or of different attributes in the same subject, or of different attributes in different subjects. — *Sir John Stoddart, Univ. Gram. p. 206.*

† Relating to events and their causes or consequences. — *Idem.*

‡ Including the periphrastic conjugation (the participle in *ing*, with the verb “to be”), there are about sixty. The passive voice has assigned to it no less than thirty.

four distinct forms, exclusive of the minor euphonic changes, *st*, and *s*, in the 2d and 3d persons, singular; as,—

1. *Love*; 2. *Loving*; 3. *loved*; 4. *loved*.

1. *Write*; 2. *writing*; 3. *wrote*; 4. *written*.

There is, besides, *one passive* sense, the same (in form, but not in meaning) as the fourth, above.

203. All the *compound* tenses may be separated into the *simple* verbs, of which they are composed, and their relation shown.

204. Such analysis seems essential, in the perfect mastery of these tenses, even if the old nomenclature be retained, for convenience, in parsing.

205. The *first* form (*love, write*) has three uses, —

1. Connected directly with its subject, to *affirm* a present act [present, indicative]; as, “*I love.*” “*I write.*”

2. To *command* the act expressed by the verb, used only in the second person, and generally with the subject understood [imperative mood]; as, “*Love not sleep.*”

3. In dependent clauses, as the *name* of the act, and depending (in some sense) upon some other verb [infinitive]; as, “*Boys love to play.*”

206. The *second* form, the participle in *ing*, is used to express some quality or attribute of a subject, as *in action*, and incomplete.

1. It may be joined *directly* with its *subject*, before, or after it, and limits, like an adjective; as, “*I saw him walking.*”

2. It may follow the verb *to be*, or any other attributive verb, as an *attribute* of the subject [periphrastic conjugation]; as, “*I am writing.*” “*I was loving.*”

3. As an idiomatic substitute for an *infinitive*, following a principal verb, as its object; as, “*He declines coming.*”

4. It may be used as a *substantive*, preceded by an article, a noun in the possessive case,¹ or a possessive pronoun;² yet,

if transitive, be followed by the *objective* case;* as, "We seldom hear of a *man's despising* wealth."

In such use, it may be called a participial noun. This usage is common, and constitutes a peculiar idiom, which can not well be supplied by a different construction.

5. It may be used *independently*, with an adverb; as, "Properly *speaking*, there is no such thing as chance."

6. Some derivative *adjectives* are formed from *participles*, by means of *prefixes*; as, *un-premeditated*, *un-justifiable*. They may be called *verbal* adjectives.

207. The *third form* [in the weak conjugation, formed by the addition of *ed* to the root, and in the strong conjugation, by a change in the root] indicates an act, or state, as completed, and hence [in time], past; as, "*I loved.*" "*I wrote.*"

208. The *fourth form* [past participle], *loved*, *written*, expresses a *quality* of the *subject*, as having been in action, but *completed*. It is never used except after the verb [? auxiliary] *have*, somewhat in the nature of an *object*.

209. Transitive verbs have *one* form to express the *receiving* of an act by the *subject*; as, *loved*, *written* [past participle, passive].

210. The *past participle* passive has two uses, —

1. *Joined* directly with its *subject*, to limit, by attributing the result of the act, which the verb expresses; as, "*He, overcome* by fatigue, fainted."

2. It follows the verb *to be*, in all its moods and tenses, as an *attribute* of the subject. [This is the passive conjugation of the grammarians]; as "*He is LOVED; He was LOVED,*" etc.

* Some writers omit the sign of the possessive: "We seldom hear of a *man despising* wealth." But this seems not so correct; for the object of the verb is not so much the *man*, as his *contempt* for wealth. Besides, the object of the verb, the thing heard, is an act *past*, and consequently a noun, rather than an act *performing*, which would make *despising* a proper participle. In this phrase, "*a man despising* wealth," *despising* is a proper participle. In this, "*a man's despising* wealth," it is a noun, still governing wealth. — *Noah Webster's Grammar.*

The Auxiliaries.*

211. Whatever was the original force and usage of the *auxiliary* verbs, it is certain, that long custom, which the authority of grammarians has probably fostered, has established the distinction of *mood* and *tense*, represented by them as a proper part of the inflection of the verb; and the mind conceives of the *compound tenses*, so called, as a unit. Nevertheless, an *analysis* of these compound tenses will lead, not only to a better understanding of the thought they express, but to a more critical and accurate use of them.

212. The *auxiliary* affirms the *relation* or *condition* of the *subject*, with reference to the act expressed by the *principal verb*, as really as a simple finite verb, followed by an infinitive, or, in the perfect tenses, by an object. Compare the following:—

I am able to go.

Pres.— I am about to read.

I can . . go.

Perf.— I have read.

I desire to go.

[I have a book.]

I will . . go.

I am obliged to decline.

I shall . . . decline.

213. In the *passive* voice, the *participle* is an *attribute* of the subject, connected with it by the verb *to be*, just as any other attribute. Compare the following:—

He is a *scholar*.

He is *sick*.

He is *ruined*.

* The words *do, be, have, shall, will, may, can, must*, etc., are commonly called auxiliaries, “by the help of which other verbs are conjugated.” It will appear, upon a little examination, that instead of occupying this subordinate position, they are, in truth, the *frame-words* of the language, and so inseparably connected with the expression of our modes of thought toward other acts, that their constant use has, in the eyes of most authors, given that “familiarity” which “breeds contempt.” Substitute for any one of these auxiliaries its proper synonym (or word-definition), and the relation becomes apparent, and the connecting word, whose omission use has sanctioned, must be restored.

We found him a *scholar*.

We found him *sick*.

We found him *ruined*.

214. Most of the auxiliaries have, in process of time, suffered some slight change in signification; but a knowledge of their original meaning seems still to furnish the most important test of their right use.

215. *Am, was, be*, and the other forms of this irregular verb, are, as auxiliaries, used still in the same sense as when employed as principal verbs.*

* * For the use of *am*, in a future sense, and *were*, as expressing condition, see A. & P. Gr. — **488, 490, 876. 3.**

216. *Have*, and its past, *had*, retain, practically, their original sense, to possess, to own: —

I *have* a book.

I *have* written.

I *had* a book.

I *had* written.

1. *Have*, as an *auxiliary*, before the past participle of any verb, takes the following forms: —

Have loved.

Had loved.

Shall or *will* [*to*] *have* loved.

* The verb *to be*, used as a copula, is *not limited*. Whatever follows it, as the *complement* of the sentence, affects only the *subject*: —

He is *wise*.

He is *in the house*.

He is *a scholar*.

He is *nearly over the hill*.

He is *here*.

He is *always ready*.

He is *unknown*.

He is *to go to-morrow*.

He is *struck*.

He is *running away*.

Note, that no word generally esteemed an adverb can follow the verb *to be*, except such as indicate *quality, condition, identity*, or other circumstance inhering in an *object* (thing), independent of any affirmation.

Generally, when an adjunct is satisfied by reference to the *verb* alone, it is *adverbial*. When the limitation can not be abstracted from the *subject* and considered with the verb alone, it is *adnominal*; as, Walks *rapidly* — *rapid* walking; Sings *sweetly* — *sweet* singing.

May, etc., [*to*] *have* loved.

Might, etc., [*to*] *have* loved.

To have loved.

Having loved.

2. Following any of the other auxiliaries, *have* is actually in the infinitive mood; as, "Shall have loved = shall *to have* loved;" so that the radical forms are no more than four, viz.: *have* loved, *had* loved, *to have* loved, *having* loved.

3. In *conditional* clauses, the conjunction is sometimes omitted; in which case the auxiliary *had* precedes the subject; as, "*Had* I known the result, I would have acted differently."

4. *Had* is sometimes used for would have; as, "*Had* earth been there [if earth had been], earth *had* to her center *shook* [would have shaken]."

217. *Shall** (from the Anglo-Saxon *scal*, *sceal*,) means, to

* **SHALL AND WILL.** — The distinction between these words, although very clear when it is once apprehended, is very apt to be disregarded by persons who have not had the advantage of early intercourse with educated English people. It is much to be regretted that an English scholar of eminence should have expressed the opinion, that the distinction between these words "has, at present, no logical value or significance whatever," and have ventured the prediction that "at no very distant day, this verbal quibble will disappear, and that one of the auxiliaries will be employed with all persons of the nominative, exclusively as the sign of the future, and the other only as an expression of purpose or authority." The distinction between *shall* and *will*, as auxiliary verbs to be used with various persons as nominatives, is a verbal quibble, just as any distinction is a quibble to persons too ignorant, too dull, or too careless for its apprehension. Why, indeed, should we suffer a smart little verbal shock when the Irish servant says, "Will I put some more coal on the fire?" And why should we be so hard-hearted as to laugh at the story of the Frenchman, who, falling into the water, cried out, as he was going down, "I vill drown, and nobody shall help me"! But those who have genuine, well-trained English tongues and ears are shocked, and do laugh. Without pretending to do what so many others have failed in doing, I shall give the explanation which is satisfactory to me. The radical signification of *will* (Anglo-Saxon *willan*) is purpose, intention, determination; that of *shall* (Anglo-Saxon *sceal*, ought) is obligation. *I will do* means, I purpose doing — I am determined to do. *I shall do* means, radically, I ought to do; and as a

owe, to be obliged, to be under obligation; and, in a modified sense, to express what is likely, or probable. The *compound tenses*, formed by aid of this auxiliary, are, in meaning, equivalent to the sense, expressed above, followed by the infinitive; as,—

I shall go = I am under obligation to go.

Thou shalt go = Thou art under obligation to go.

He shall go = He is obliged to go.

Shall I go? = Ought I to go?

Shall you go? = Are you likely to go?

218. *Will, may, can, must*, as auxiliaries, are to be similarly construed; as,—

I will go = I will to go: It is my will to go.

I can go = I can to go; I am able to go.

I may go = I am allowed to go.

I may go (probably) = I am likely to go.

I must go = It is my duty to go.

219. In the *past* tenses, potential, the auxiliaries have lost somewhat of their original meaning; but in this respect, even, they have suffered less than many other simple words in common use.

man is supposed to do what he sees he ought to do, *I shall do* came to mean, I am about doing—to be, in fact, a mere announcement of future action, more or less remote. But so, *you shall do* means, radically, you ought to do; and, therefore, unless we mean to impose an obligation or to announce an action on the part of another person, over whom we claim some control, *shall*, in speaking of the mere future voluntary action of another person, is inappropriate; and we therefore say *you will*, assuming that it is the volition of the other person to do thus or so. Hence, in merely announcing future action, we say, I or we *shall*, you, he, or they *will*: and, in declaring purpose on our own part, or on the part of another, obligation, or inevitable action, which we mean to control, we say, I or we *will*, you, he, or they *shall*. Official orders, which are in the form *you will*, are but a seeming exception to this rule of speech, which they, in fact, illustrate. For in them the courtesy of superior to subordinate, carried to the extreme even in giving command, avoids the semblance of compulsion, while it assumes obedience in its very language. *Should* and *would* follow, of course, the fortunes of *shall* and *will*.—*Richard Grant White*, in the *Galaxy*, May, 1868.

See, also, *Webster's Dictionary*, under the several words.

220. *Do*, as an “auxiliary,” is used as follows: —

1. To give *emphasis*; as, “Perdition catch my soul, but I *do* love thee.”—*Shak.*

2. As a *substitute*, to save the repetition of another verb, especially in comparative clauses; as, “He writes better than I *do*,” (*i. e.*, than I *write*).

3. In *asking questions*, to soften the abruptness of the regular form; as, “*Do* you know?”

4. In *negative* sentences, it seems to be more *euphonic*; as, “I *do* not go.”

221. *Did* is similarly used in the past tense.

The Subjunctive Mood.

222. The more critical modern usage restricts the *subjunctive mood* to one tense,¹ in the active voice, and two, in the verb *to be*, and the passive voice, and enjoins the following: —

RULE.—The *subjunctive* mood is used when both *contingency* or doubt, and *futurity* are expressed.

223. The truth is, that the subjunctive idea resides, *not in the verb*, but in the entire *subjoined clause*, and the so-called subjunctive form, to express futurity, is an *elliptical future*, with *shall* or *will* omitted;² as, —

Future. — If he *be* there, give him this book, *i. e.*: —

If he shall (to) be there, etc.

Present. — If he *is* there (now), give him this book.

224. Every tense of the *indicative* and *potential* moods may be used in *dependent* clauses.

NOTE. — The discussion of the *potential* and *subjunctive* moods has been much embarrassed by attempts to ally them to the subjunctive and optative moods of the Latin and Greek. The idiom of the English tongue so differs from that of these languages, that, except for comparative study, or to facilitate translation, the English student is rather hindered than assisted by such discussion.

Structure of Words.

225. A *simple word*, conveying a *single notion* or *idea*, and of whose origin we can give no account, is called a *root*.

1. Simple words (and some derivatives), from *foreign* languages, when used to form English derivatives, are also called *radicals*, or *roots*.

2. It is upon the *root* of a derivative that it depends for its *class* meaning; as, *respect*, *inspect*, *spectator*, *spectacle*.

3. The idea contained in a radical word may take a number of directions, or relations, by having used with it *prefixes* or *suffixes*, adding to, restricting, or deflecting, its meaning. Thus, from the idea of seeing, or looking, expressed by the Latin word *specio*, *spectrum*, we may have, —

Inspect — to look into.

Respect — to look back, or again.

Circumspect — looking around.

Spectacle — that which is seen.

Spectator — one who looks, etc.

226. *Derivative* words are formed from simple roots, and also from *foreign* words, —

1. By *changing* the *vowel*, or *modifying* the *consonants*, in the root.¹ Thus, from *shake* we have *shock*; from *strong*, *strength*; from the Latin *signum*, or French *signe*, we have *sign*;

2. By *prefixes* and *suffixes*, added to the root; as, *mis*-give, *unable*, *withdraw*, *strengthen*, *shocking*, *reader*, etc.

227. *Latin roots* are rarely used, in English, in their primitive form. Thus, in *permit*, *submit*, the root is *mit*; and in *deport*, *porter*, it is *port*; but these are, in English, inseparable, retaining, however, their original signification, and imparting it to the derivative; as (Latin), *port*, to carry, *er* (suffix), one who; *porter*, a carrier.

228. A *prefix* is a letter or syllable *before the root* of a derivative.

229. A *suffix* is a letter or syllable *after the root*.

Prefixes.

230. The *prefixes* are, for the most part, of *Saxon*, *Latin*, or *Greek* origin. The most common are as follows :—

I. Prefixes of Saxon Origin.

A	signifying in, on, at;	as, abed, abroad.
Be	“ adding, intensity;	as, bespeak.
En	“ in, into, to make;	as, enthrone, enable.
Em (for <i>en</i>)	“ to make;	as, embellish.
For	“ the contrary;	as, forbear, forget.
Fore	“ before;	as, foretell, forewarn.
Im	“ to make;	as, imbitter.
Mid	“ middle;	as, midway.
Mis	“ failure;	as, mistake.
N(ne)	“ not;	as, never.
Over	“ above;	as, overlay.
Out	“ excelling;	as, outrun.
To	“ this;	as, to-day, to-morrow.
Un	“ not;	as, unkind, unjust.
Un	“ to deprive of;	as, uncrown.
Under	“ beneath;	as, underlay, undervalue.
Up	“ upward;	as, uplift, upstart.
With	“ against;	as, withhold, withstand.

II. Latin Prefixes.

A, ab, abs	“ from;	as, avert, abstract.
Ad*	“ to;	as, admit, adhere.
Am	“ round, or about;	as, ambition.

* *Ad* sometimes changes *d* for the sake of euphony, and takes the forms *ac*, *af*, *ag*, *al*, *an*, *ap*, *ar*, *as*, *at*; as, *accede*, *affect*, *aggressor*, *allude*, *annex*, *append*, *arrest*, *assent*, *attend*.

<i>Ante</i> *	signifying before ;	as, antecedent, anticipate.
<i>Bene</i>	“ well ;	as, benevolent.
<i>Bis</i> (<i>bi</i>)	“ two, twice ;	as, bimed, bisect.
<i>Circum</i>	“ around ;	as, circumference.
<i>Cis</i>	“ on this side ;	as, cis-Atlantic.
<i>Con</i> †	“ with, together ;	as, connect, consent.
<i>Contra</i>	“ against ;	as, contradict.
<i>De</i>	“ down ;	as, descend, degrade.
<i>Dis</i> (<i>di, dif</i>)	“ apart ;	as, disperse, diverge.
<i>E, ex, ef</i>	“ out (from) ;	as, eject, expel, effect.
<i>Equi</i>	“ equally ;	as, equilateral.
<i>Extra</i>	“ beyond ;	as, extraordinary.
<i>In</i> ‡ (with vb.)	“ in or into ;	as, include.
<i>In</i> § (“ adj.)	“ not ;	as, indecent.
<i>Inter</i>	“ between ;	as, intersperse.
<i>Intro</i>	“ within ;	as, introduce.
<i>Juxta</i>	“ near to ;	as, juxtaposition.
<i>Non</i>	“ not ;	as, nonsense.
<i>Ob</i>	“ against, or in way of ;	as, obstruct, oppose.
<i>Per</i>	“ through ;	as, persecute.
<i>Post</i>	“ after ;	as, postpone.
<i>Pre</i> (<i>Præ</i>)	“ before ;	as, prejudice.
<i>Preter</i>	“ beside, past ;	as, pretermite.
<i>Pro</i>	“ forth ;	as, propel.
<i>Re</i>	“ back ;	as, remit.
<i>Retro</i>	“ backward ;	as, retrograde.
<i>Se</i>	“ apart ;	as, seduce.
<i>Sine</i>	“ without ;	as, sincere (<i>cera</i> , wax).
<i>Sub</i> ¶	“ under ;	as, subject.

* *Anti* sometimes, but to be distinguished from the Greek *anti*, against.

† *Con*, for euphony, takes the forms *co*, *cog*, *com*, *col*, *cor* ; as, *cohere*, cognate, *compel*, *collect*, *correlative*.

‡ Also, *il*, *im*, *ir* ; as, *illuminate*, *import*, *irradiate*.

§ Takes, also, the forms *ig*, *il*, *im*, *ir* ; as, *ignoble*, *illegal*, *immortal*, *irregular*.

|| For euphony, *oc*, *of*, *op* ; as, *occur*, *offend*, *opposite*.

¶ Euphonic forms, *suc*, *suf*, *sug*, *sup*, *sur*, *sus* ; as, *succor*, *suffer*, *suggest*, *suppress*, *surreptitious*, *suspect*.

<i>Subter</i>	signifying underneath;	as, subterfuge.
<i>Super</i>	“ over;	as, superfluous.
<i>Sur</i>	“ over;	as, surcharge.
<i>Trans</i>	“ across;	as, transport.
<i>Ultra</i>	“ beyond;	as, ultramarine.

III. Greek Prefixes.

<i>A</i> or <i>an</i> (α , $\alpha\nu$)	signifying not;	as, anarchy.
<i>Amphi</i> ($\alpha\mu\phi\iota$)	“ both;	as, amphibious.
<i>Ana</i> ($\alpha\nu\alpha$)	“ up;	as, anagram.
<i>Anti</i> ($\alpha\nu\tau\iota$)	“ against;	as, antichrist.
<i>Apo</i> ($\alpha\pi\omicron$)	“ from;	as, apostle.
<i>Arch</i> ($\alpha\rho\chi\omicron\varsigma$)	“ chief;	as, archbishop.
<i>Auto</i> ($\alpha\nu\tau\omicron\varsigma$)	“ self;	as, autobiography.
<i>Cata</i> ($\kappa\alpha\tau\alpha$)	“ down;	as, catastrophe.
<i>Dia</i> ($\delta\iota\alpha$)	“ through;	as, diameter.
<i>En</i> ($\epsilon\nu$)	“ in;	as, encourage.
<i>Epi</i> ($\epsilon\pi\iota$)	“ upon;	as, epigram.
<i>Ex</i> ($\epsilon\xi$)	“ out of;	as, exodus.
<i>Eu</i> ($\epsilon\nu$)	“ well;	as, euphony.
<i>Hemi</i> ($\eta\mu\iota$)	“ half;	as, hemisphere.
<i>Hetero</i> ($\epsilon\tau\epsilon\rho\omicron\varsigma$)	“ different;	as, heterogeneous.
<i>Hyper</i> ($\hbar\pi\epsilon\rho$)	“ over;	as, hypercritical.
<i>Hypo</i> ($\hbar\pi\omicron$)	“ under;	as, hypothesis.
<i>Meta</i> ($\mu\epsilon\tau\alpha$)	“ change;	as, metamorphose.
<i>Para</i> ($\pi\alpha\rho\alpha$)	“ beside;	as, paradox.
<i>Peri</i> ($\pi\epsilon\rho\iota$)	“ around;	as, perimeter.
<i>Syn</i> * ($\sigma\upsilon\nu$)	“ with;	as, synthesis.

These prefixes have *other meanings*, in *composition*; the particular sense can be determined only by use.

231. Many *derivatives*, and especially those from foreign roots, are used in a somewhat *tropical*, or *conventional* sense, but their meaning always bears a relation to the original root.

* This takes, also, for euphony, the forms *sy*, *sym*, *syl*; as, *system*, *sympathy*, *syllogism*.

232. *Some derivatives* have many *special meanings*, according to the subject to which they refer, and their relation to other words, in composition.

233. 1. It is recommended that at stated times the pupil be required to prepare lists of words under each of these prefixes, and that the teacher show how such as are used in a modified sense have lost their literal meaning.

2. For an additional exercise, some native or foreign root may be given, which will combine with each of several prefixes, — the pupils to form a list, and write out their meanings.

* * See exercises at the end of these tables.

234. A *suffix* is a *letter* or *syllable*, placed *after a root*, or *primitive*, to modify its signification.

* * For the *grammatical* structure of words, *i. e.*, the derivation of one part of speech from another, see A. & P. Gr., Appendix I.

[No *exact* general definition can be given of many of the suffixes. There is usually some slight ellipsis to be supplied: thus, *engine*, a machine; *eer*, one who, — engineer, one who *manages* a machine; *courtier*, one *attached* to a court.]

Table of Suffixes.

Able (*ible*), that can be; as, *justifiable*, that can be justified.
Aceous, consisting of, resembling; as, *cretaceous* (*creta*), chalky.

Acious, full of; as, *loquacious* (*loquor*), talkative.

Acle, the thing; as, *spectacle*, the thing seen.

Acy, being, state, etc.; as, *delicacy*, a being delicate.

Age, collection of, state of being; as, *cordage*, *bondage*.

Al, act of; as, *avowal*, act of confessing.

Al, relating to; as, *floral*, *parental*.

An, one who; as, *partisan*.

An, belonging to; as, *plebeian* (*plebs*).

Ance, *ancy*, being; as, *vigilance*, *constancy*.

Ane, belonging to; as, *mundane*, belonging to the world.

- Ant*, being, "ing;" as, *abundant*, *abounding*.
Ant, one who; as, *assistant*, one who helps.
Ar, belonging to, having; as, *lunar*, *muscular*.
Ar, one who; as, *beggar*, *scholar*.
Ard, one who; as, *sluggard*, one who is slothful.
Ary, one who; as, *antiquary*.
Ary, relating to; as, *literary*.
Ary, place where, thing that; as, *library*, *lunary*.
Ate, having, being; as, *animate*, having life, *illiterate*.
Ate, one who; as, *delegate*, *potentate*.
Ate, to make, give, take; as, *facilitate*, *animate*.
Ble. See *Able*, *Ible*.
Cle. See *Acle*, *Icle*.
Dom, place where, state of being; as, *kingdom*, *freedom*.
Ee, one who, or to whom; as, *absentee*, *trustee*.
Eer, one who; as, *engineer*, *mutineer*.
En, made of; as, *wooden*, *woolen*.
En, to make; as, *deepen*, *harden*, *shorten*.
Ence, being, or state; as, *innocence*, *cadence*.
Ent, one who; as, *president*, *student*.
Ent, being, "ing;" as, *benevolent*, *impotent*.
Er, one who; as, *lecturer*, *teacher*.
Escence, state of growing or becoming; as, *convalescence*.
Escent, growing or becoming; as, *convalescent*, *quiescent*.
Et, little; as, *tablet*, *casket*.
Etic, having; as, *pathetic*.
Ety, state of; as, *sobriety*, *propriety*.
Ey, consisting of, or like; as, *clayey*.
Ful, full of; as, *careful*, *hopeful*.
Fy [*Facio*], to make; as, *purify*, *magnify*.
Hood, state of; as, *boyhood*, *manhood*.
Iac, one who; as, *maniac* (*mania*).
Iac, belonging to; as, *demoniac*.
Ible (*able*), that can be; as, *visible*, *sensible*.
Ic, thing, art, science; as, *logic*, *fabric*.
Ic, one who; as, *critic* [*κριτικς*].

- Ic, ical**, belonging or relating to; as, *oceanic*, *poetical*.
Ice, a being, or thing done; as, *justice*, *service*.
Icle, little; as, *particle*.
Ics, science of; as, *pneumatics* (*pneuma*, air).
Id, being; as, *frigid*, *timid* (*timeo*, to fear).
Ier, one who; as, *courtier*.
Ile, belonging to, that may be; as, *juvenile*, *docile*.
Ine, belonging to, of; as, *canine*, *infantine*.
Ine, one who; as, *marine*.
Ion, act of, being; as, *animation*, *expulsion* (*pello*).
Is, act, or state of; as, *synthesis*, *crisis*.
Ise, ize, to make, give; as, *civilize*, *characterize*.
Ish, somewhat, or like; as, *whitish*, *boyish*.
Ish, to make; as, *finish*, *cherish* (*carus*, dear).
Ism, state of being, doctrine of; as, *barbarism*, *toryism*.
Ist, one who; as, *artist*, *jurist*.
Ite, one who; as, *favorite*.
Ite, having; as, *definite*.
Itude, being, or state; as, *servitude*.
Ity. See *Ty*.
Ive, one who; as, *captive*, one who is taken.
Ive, having power, "ing;" as, *inventive*, *active*.
Kin, little; as, *lambkin*.
Less, without; as, *artless*, *careless*.
Let, little; as, *streamlet*, *veinlet*.
Like, like to, resembling; as, *godlike*, *warlike*.
Ling, little, young; as, *darling*, *gosling*.
Ly, like; as, *beastly*, *cowardly*.
Ly, denoting manner; as, *manfully*, *sadly*.
Ment, being, or state of being, act of; as, *concealment*.
Mony, state of being, thing that; as, *sanctimony*.
Ness, state of being; as, *boldness*, *fondness*.
Ock, little; as, *hillock*.
Or, one who; as, *actor*, *doctor*, *spectator*.
Ory, place where, thing that; as, *factory*, *memory*.
Ory, belonging to; as, *prefatory*, *inflammatory*.

Ose, full of; as, *jocose*, *verbose*.

Ot, one who; as, *zealot*.

Ous, full of, consisting of; as, *dangerous*, *fibrous*.

Ry, a being, act of; as, *bravery*, *surgery*.

Ship, office or state of; as, *friendship*, *clerkship*.

Some, some, full of; as, *lonesome*, *frolicsome*.

Ster, one who; as, *gamester*, *songster*.

T, th,¹ thing, being; as, *length*, *gift*.

Tude, ude, being or state; as, *beatitude*, *solitude*.

Ty, being, or state of; as, *brevity*, *novelty*.

Ule, little; as, *globule*, *animalcule*.

Ulent, full of, containing; as, *fraudulent*.

Ure, thing, state of being, act of; as, *enclosure*, *picture*.

Ward, toward; as, *homeward*, *eastward*.

Y, the being or state of; as, *honesty*, *modesty*.

Y, full of, consisting of; as, *bloody*.

*Latin Roots.**

235. Verbs.

In the accompanying table is given a list of some of the most important Latin roots. Many English words, perhaps the majority of those derived from the Latin, are taken not from these simple roots, but direct from Latin words which are themselves derivatives.

<i>Agit-o</i> ,	-are,	-ans,	Agitat-um,	<i>Drive, stir.</i>
<i>Ag-o</i> ,	-ere,	-ens,	Act-um,	<i>Do, act.</i>
<i>Am-o</i> ,	-are,	-ans,	Amat-um,	<i>Love.</i>
<i>Ard-eo</i> ,	-ēre,	-ens,	Ars-um,	<i>Burn.</i>
<i>Aud-io</i> ,	-īre,	-iens,	Audit-um,	<i>Hear.</i>
<i>Cad-o</i> ,	-ere,	-ens,	Cas-um,	<i>Fall.</i>
<i>Cæd-o</i> ,	-ere,	-ens,	Cæs-um,	<i>Cut, kill.</i>

¹ A. & P. Gr. p. 306. **I.** 2. (2).

* In this table, the first column contains the present indicative; the second, the present infinitive; the third, the present participle; the fourth, the supine [having nearly the sense of the present infinitive, and the same root as the passive participle]; the fifth is the ordinary English signification.

<i>Can-o,</i>	-ere,	-ens,	Cant-um,	<i>Sing.</i>
<i>Cap-io,</i>	-ere,	-iens,	Capt-um,	<i>Take.</i>
<i>Ced-o,</i>	-ere,	-ens,	Cess-um,	<i>Go, yield.</i>
<i>Cern-o,</i>	-ere,	-ens,	Cret-um,	<i>Discern.</i>
<i>Cit-o,</i>	-are,	-ans,	Citat-um,	<i>Call, stir up.</i>
<i>Clam-o,</i>	-are,	-ans,	Clamat-um,	<i>Exclaim.</i>
<i>Claud-o,</i>	-ere,	-ens,	Claus-um,	<i>Shut.</i>
<i>Clin-o,*</i>	-are,	-ans,	Clinat-um,	<i>Bend, lean.</i>
<i>Cred-o,</i>	-ere,	-ens,	Credit-um,	<i>Believe, trust.</i>
<i>Cresc-o,</i>	-ere,	-ens,	Cret-um,	<i>Grow.</i>
<i>Cub-o,</i>	-are,	-ans,	Cubit-um,	<i>Lie down.</i>
<i>Curr-o,</i>	-ere,	-ens,	Curs-um,	<i>Run.</i>
<i>Cut-io,*</i>			Cuss-um,	<i>Shake.</i>
<i>Dic-o,</i>	-are,	-ans,	Dicat-um,	<i>Show.</i>
<i>Dic-o,</i>	-ere,	-ens,	Dict-um,	<i>Speak.</i>
<i>Do,</i>	dare,	dans,	Dat-um,	<i>Give.</i>
<i>Doc-eo,</i>	-ēre,	-ens,	Doct-um,	<i>Teach.</i>
<i>Duc-o,</i>	-ere,	-ens,	Duct-um,	<i>Lead.</i>
<i>Eo,</i>	īre,	iens,	It-um,	<i>Go.</i>
	esse (to be),	ens,		<i>Be.</i>
<i>Fac-io,</i>	-ere,	-iens,	Fact-um,	<i>Do, make.</i>
<i>Fall-o,</i>	-ere,	-ens,	Fals-um,	<i>Deceive.</i>
<i>Fend-o,†</i>	-ere,		Fens-um,	<i>Keep off,</i> <i>strike.</i>
<i>Fer-o,</i>	ferre,	ferens,	Lat-um,	<i>Bear, carry.</i>
<i>Flu-o,</i>	-ere,	-ens,	Flux-um,	<i>Flow.</i>
<i>Frang-o,</i>	-ere,	-ens,	Fract-um,	<i>Break.</i>
<i>Fund-o,</i>	-ere,	-ens,	Fus-um,	<i>Pour, melt.</i>
<i>Fut-o,‡</i>	-are,			<i>Blame, dis-</i> <i>prove.</i>
<i>Ger-o,</i>	-ere,	-ens,	Gest-um,	<i>Bear, carry.</i>
<i>Gradi-or,</i>	(pass.),	[grad-i],	Gress-us,	<i>Step.</i>
<i>Graph-o,</i>		[Gr. γράφω],	[Gramm-ata (written)],	<i>Write.</i>

* English words are derived directly from the Latin compounds; as, "incline;" from *inclino*; "concussion," from *concussum*.

† English words derived directly from compounds.

‡ Obsolete — found in compounds.

<i>Hab-eo,</i>	-ēre,	-ens,	Habit-um,	<i>Have, hold.</i>
<i>Hær-eo,*</i>	-ēre,	-ens,	Hæs-um,	<i>Stick.</i>
<i>Horr-eo,</i>	-ēre,	-ens,		<i>Be dreadful.</i>
<i>Jac-eo,</i>	-ēre,	-ens,	Jacit-um,	<i>Lie.</i>
<i>Jac-io,</i>	-ēre,	-(i)ens,	Jact-um,	<i>Throw.</i>
<i>Jact-o,</i>	-are,	-ans,	Jactat-um,	<i>Throw.</i>
<i>Judic-o,</i>	-are,	-ans,	Judicat-um,	<i>Judge.</i>
<i>Jung-o,</i>	-ere,	-ens,	Junct-um,	<i>Join.</i>
<i>Leg-o,</i>	-are,	-ans,	Legat-um,	<i>Send.</i>
<i>Leg-o,</i>	-ere,	-ens,	Lect-um,	<i>Read, choose.</i>
<i>Lev-o,</i>	-are,	-ans,	Levat-um,	<i>Lift.</i>
<i>Lig-o,</i>	-are,	-ans,	Ligat-um,	<i>Bind.</i>
<i>Loqu-or,</i>		(-ens),	Locut-us,	<i>Speak.</i>
<i>Luc-eo,</i>	-ere,	-ens,		<i>Shine.</i>
<i>Lud-o,</i>	-ēre,	-ens,	Lus-um,	<i>Deceive.</i>
<i>Mand-o,</i>	-are,	-ans,	Mandat-um,	<i>Command,</i> <i>commit.</i>
<i>Man-eo,</i>	-ēre,	-ens,	Mans-um,	<i>Stay.</i>
<i>Man-o,</i>	-are,	-ans,	Manat-um,	<i>Flow.</i>
<i>Med-eor,</i>	[Med-ēri],		Medic-us,	<i>Cure.</i>
<i>Merc-or,</i>	[Merc-ari],		Mercat-us,	<i>Buy.</i>
<i>Merg-o,</i>	-ere,	-ens,	Mers-um,	<i>Plunge,</i> <i>Project.</i>
<i>Min-eo,</i>	-ēre,			
<i>Minu-o,</i>	-ere,	-ens,	Minut-um,	<i>Lesson.</i>
<i>Misc-eo,</i>	-ere,	-ens,	Mixt-um,	<i>Mix.</i>
<i>Mitt-o,</i>	-ere,	-ens,	Miss-um,	<i>Send.</i>
<i>Mol-eor,</i>	[Mol-eri],		Molit-us,	<i>Build.</i>
<i>Mon-eo,</i>	-ēre,	-ens,	Monit-um,	<i>Warn.</i>
<i>Monstr-o,</i>	-are,	-ans,	Monstrat-um,	<i>Point out.</i>
<i>Mov-eo,</i>	-ēre,	-ens,	Mot-um,	<i>Move.</i>
<i>Mut-o,</i>	-are,	-ans,	Mutat-um,	<i>Change.</i>
<i>Nasc-or,</i>	[Nasc-i],		Nat-us,	<i>Be born.</i>
<i>Nect-o,</i>	-ere,	-ens,	Nex-um,	<i>Bind.</i>
<i>Neg-o,</i>	-are,	-ans,	Negat-um,	<i>Deny.</i>
<i>Noc-eo,</i>	-ēre,	-ens,	Nocit-um,	<i>Hurt.</i>
			Noxius.	

* As, ad-here, co-here, etc.

<i>Nosc-o,</i>	-ere,	-ens,	Not-um,	<i>Know.</i>
<i>Nunci-o,</i>	-are,	-ans,	Nunciat-um,	<i>Tell.</i>
<i>Nutr-io,</i>	-ire,	-iens,	Nutrit-um,	<i>Nourish.</i>
<i>Ole-o,</i>	-ēre,	-ens,	Olit-um,	<i>Grow, emit odor.</i>
<i>Opin-or,</i>	[-ari],			<i>Think.</i>
<i>Opt-o</i> (οπτω),				<i>See.</i>
<i>Opt-o,</i>	-are,		Optat-um,	<i>Wish.</i>
<i>Ori-or,</i>	[Orir-i],		Ort-us,	<i>Arise.</i>
<i>Orn-o,</i>	-are,	-ans,	Ornat-um,	<i>Adorn.</i>
<i>Or-o,</i>	-are,	-ans,	Orat-um,	<i>Speak.</i>
<i>Pand-o,</i>	-ēre,	-ens,	Pans-um,	<i>Open, spread.</i>
<i>Par-eo,</i>	-ēre,	-ens,	Parit-um,	<i>Appear.</i>
<i>Par-o,</i>	-are,	-ans,	Parat-um,	<i>Prepare.</i>
<i>Pasc-o,</i>	-ere,	-ens,	Past-um,	<i>Feed.</i>
<i>Pell-o,*</i>			Pellat-um,	<i>Call, name.</i>
<i>Pell-o,</i>	-ere,	-ens,	Puls-um,	<i>Drive.</i>
<i>Pend-eo,</i>	-ēre,	-ens,	Pens-um,	<i>Hang.</i>
<i>Pend-o,</i>	-ēre,	-ens,	Pens-um,	<i>Weigh.</i>
<i>Per-eo,</i>	-ire,	-iens,	Perit-um,	<i>To be lost.</i>
<i>Pet-o,</i>	ere,	-ens,	Petit-um,	<i>Seek, ask.</i>
<i>Phan-o</i> (φανω),				<i>Appear, tell.</i>
<i>Pher-o</i> (φερω),				<i>Carry.</i>
<i>Ping-o,</i>	-ere,	-ens,	Pict-um,	<i>Paint.</i>
<i>Plac-eo,</i>	-ēre,	-ens,	Placit-um,	<i>Please.</i>
<i>Plaud-o,</i>	-ere,	-ens,	Plaus-um,	<i>Applaud.</i>
<i>Ple-o</i> (πλεω),			Plet-um,	<i>Fill.</i>
<i>Plic-o,</i>	-are,	-ans,	Plicat-um,	<i>Fold.</i>
<i>Pon-o,</i>	-ere,	-ens,	Posit-um,	<i>Place.</i>
<i>Port-o,</i>	-are,	-ans,	Portat-um,	<i>Carry.</i>
<i>Poss-um,</i>	[Posse,] [Potens,]			<i>Be able.</i>
<i>Prec-or,</i>	[-ari],		Precat-us,	<i>Pray.</i>
<i>Prehend-o,</i>	-ere,	-ens,	Prehens-um,	<i>Seize.</i>
<i>Prem-o,</i>	-ere,	-ens,	Press-um,	<i>Press.</i>
<i>Prob-o,</i>	-arē,	-ans,	Probat-um,	<i>Prove.</i>

* Derivatives from compounds; as, *appellation*.

<i>Pud-eo,</i>	-ēre,	-ens,	Pudit-um,	<i>Be ashamed.</i>
<i>Pung-o,</i>	-ere,	-ens,	Punct-um,	<i>Point, prick.</i>
<i>Put-o,</i>	-are,	-ans,	Putat-um,	<i>Prune, think.</i>
<i>Quær-o,</i>	-ere,	-ens,	Quæsit-um,	<i>Seek, ask.</i>
<i>Rap-io,</i>	-ere,	-ens,	Rapt-um,	<i>Seize.</i>
			Rat-us,*	<i>Thinking.</i>
<i>Reg-o,†</i>	-ere,	-ens,	Rect-um,†	<i>Rule, lead.</i>
<i>Rid-eo,</i>	-ēre,	-ens,	Ris-um,	<i>Laugh.</i>
<i>Rog-o,</i>	-are,	-ans,	Rogat-um,	<i>Ask.</i>
<i>Rump-o,</i>	-ere,	-ens,	Rupt-um,	<i>Break.</i>
<i>Sal-io,</i>	-ire,	-iens,	Salt-um,	<i>Jump.</i>
<i>Scand-o,</i>	-ere,	-ens,	Scans-um,	<i>Go, mount.</i>
<i>Sci-o,</i>	-īre,	-iens,	Scit-um,	<i>Know.</i>
<i>Scop-eo</i> (σκοπεω),				<i>See, view.</i>
<i>Scrib-o,</i>	-ere,	-ens,	Script-um,	<i>Write.</i>
<i>Sec-o,</i>	-are,	-ans,	Sect-um,	<i>Cut.</i>
<i>Sed-eo,</i>	-ēre,	-ens,	Sess-um,	<i>Sit.</i>
<i>Sent-io,</i>	-ire,	-iens,	Sens-um,	<i>Think, feel.</i>
<i>Sequ-or,</i>		[Sequens],	Secut-us,	<i>Follow.</i>
<i>Serv-io,</i>	-ire,	-iens,	Servit-um,	<i>Serve, obey.</i>
<i>Serv-o,</i>	-are,	-ans,	Servat-um,	<i>Save, keep.</i>
<i>Sist-o,</i>	-ere,	-ens,	Stat-um,	<i>Place, put.</i>
<i>Soci-o,</i>	-are,	-ans,	Soceat-um,	<i>Join.</i>
<i>Sol-or,</i>	-ari,	[-ans],	Solat-us,	<i>Cheer.</i>
<i>Solv-o,</i>	-ere,	-ens,	Solut-um,	<i>Loose, free.</i>
<i>Sparg-o,</i>	-ere,	-ens,	Spars-um,	<i>Scatter.</i>
<i>Spec-eo,</i>	-ere,	-ens,	Spect-um,	<i>Look.</i>
<i>Spect-o,</i>	-are,	-ans,	Spectat-um,	<i>Look.</i>
<i>Sper-o,</i>	-are,	-ans,	Sperat-um,	<i>Hope.</i>
<i>Spir-o,</i>	-are,	-ans,	Spirat-um,	<i>Breathe.</i>
<i>Splend-eo,</i>	-ēre,	-ens,	Splendid-us,	<i>Shine.</i>
			[adjective,]	
<i>Spond-eo,</i>	-ēre,	-ens,	Spons-um,	<i>Promise.</i>
<i>Stern-o,</i>	-ere,	-ens,	Strat-um,	<i>Spread, extend.</i>

* Ratio, reason.

† Rectus, right ; regula, a rule.

<i>Stingu-o,</i>	-ere,	-ens,	Stinct-um,	<i>Mark.</i>
<i>Stin-o,*</i> [obs.]	(root <i>stan</i>),			<i>Fix.</i>
<i>Sto,</i>	stare,	stans,	Stat-um,	<i>Stand, set.</i>
<i>String-o,</i>	-ere,	-ens,	Strict-um,	<i>Bind.</i>
<i>Stru-o,</i>	-ere,	-ens,	Struct-um,	<i>Build.</i>
<i>Stud-eo,</i>	-ēre,	-ens,		<i>Study.</i>
<i>Stup-eo,</i>	-ēre,	-ens,		<i>Be dull.</i>
<i>Suad-eo,</i>	-ēre,	-ens,	Suas-um,	<i>Advise.</i>
<i>Sum-o,</i>	-ere,	-ens,	Sumpt-um,	<i>Take.</i>
<i>Surg-o,</i>	-ere,	-ens,	Surrect-um,	<i>Rise.</i>
<i>Tang-o,</i>	-ere,	-ens,	Tact-um,	<i>Touch.</i>
<i>Teg-o,</i>	-ere,	-ens,	Tect-um,	<i>Cover.</i>
<i>Temper-o,</i>	-are,	-ans,	Temperat-um,	<i>Regulate.</i>
<i>Temn-o,</i>	-ere,	-ens,	Tempt-um,	<i>Scorn.</i>
<i>Tend-o,</i>	-ere,	-ens,	Tens-um,	<i>Stretch.</i>
<i>Ten-eo,</i>	-ēre,	-ens,	Tent-um,	<i>Hold.</i>
<i>Tent-o,</i>	-are,	-ans,	Tentat-um,	<i>Try.</i>
<i>Ter-o,</i>	-ere,	-ens,	Trit-um,	<i>Rub.</i>
<i>Time-o,</i>	-ēre,	-ens,		<i>Fear.</i>
<i>Ting-o,</i>	-ere,	-ens,	Tinct-um,	<i>Stain.</i>
<i>Torr-eo,</i>	-ēre,	-ens,	Tost-um,	<i>Dry, parch.</i>
<i>Torqu-eo,</i>	-ēre,	-ens,	Tort-um,	<i>Twist.</i>
<i>Trah-o,</i>	-ere,	-ens,	Tract-um,	<i>Draw.</i>
<i>Trud-o,</i>	-ere,	-ens,	Trus-um,	<i>Thrust.</i>
<i>Tum-eo,</i>	-ēre,			<i>Swell.</i>
<i>Und-o,</i>	-are,	-ans,	Undat-um,	<i>Rise in waves.</i>
<i>Ut-or,</i>			Us-us,	<i>Use.</i>
<i>Vac-o,</i>	-are,	-ans,	Vacat-um,	<i>Be empty.</i>
<i>Vad-o,</i>	-ere,	-ens,	Vas-um,	<i>Go.</i>
<i>Val-eo,</i>	-ēre,	-ens,	Valit-um,	<i>Be well.</i>
<i>Varic-o,</i>	-are,	-ans,	Varicat-um,	<i>Straddle.</i>
<i>Veh-o,</i>	-ere,	-ens,	Vect-um,	<i>Carry.</i>
<i>Vell-o,</i>	-ere,	-ens,	Vuls-um,	<i>Pull.</i>
<i>Vel-o,</i>	-are,	-ans,	Velat-um,	<i>Cover.</i>
<i>Ven-io,</i>	-īre,	-iens,	Vent-um,	<i>Come, go.</i>

* Found only in compounds; as, *destine*, etc.

<i>Vere-or,</i>			<i>Verit-us,</i>	<i>Fear.</i>
<i>Vert-o,</i>	-ere,	-ens,	<i>Vers-um,</i>	<i>Turn.</i>
<i>Vid-eo,</i>	-ēre,	-ens,	<i>Vis-um,</i>	<i>See.</i>
<i>Vinc-io,</i>	-īre,	-iens,	<i>Vinct-um,</i>	<i>Bind.</i>
<i>Vinc-o,</i>	-ere,	-ens,	<i>Vict-um,</i>	<i>Conquer.</i>
<i>Viv-o,</i>	-ere,	-ens,	<i>Vict-um,</i>	<i>Live.</i>
<i>Voc-o,</i>	-are,	-ans,	<i>Vocat-um,</i>	<i>Call.</i>
<i>Vol-o,</i>	-are,	-ans,	<i>Volat-um,</i>	<i>Fly.</i>
<i>Vol-o,</i>	(velle),	-ens,	<i>Volit-um,</i>	<i>Wish.</i>
<i>Volv-o,</i>	-ere,	-ens,	<i>Volut-um,</i>	<i>Roll.</i>

236. Nouns, Adjectives, etc.

Aer (ἀήρ), the air; as, aerial.

Agon (ἄγον), a conflict; as, agony, agonize.

Alg- (ἄλγος), pain; as, neuralgia, (νεῦρον, a nerve).

Allel (ἀλλήλων), one another; as, parallel.

Alt-us, high; as, altitude.

Amic-us, a friend; as, amicable.

Ampl-us, large; as, amplify, ample.

Angul-us, an angle; as, triangle, angular.

Anim-a, wind (spirit); as, animation, animal.

Anim-us, the mind; as, magnanimous.

Ann-us, a year; as, annual, perennial.

Anthrop- (ἄνθρωπος), a man; as, misanthrope, philanthropy.

Antiqu-us, ancient; as, antiquity.

Apt-us, fit, meet; as, aptitude, adapt.

Aqua, water; as, aqueduct (*duco*, to lead).

Arbiter, *arbitr-i*, a judge; as, arbitration.

Arbor, a tree; as, arboriculture.

Arch (ἀρχή), rule, beginning; as, anarchy, monarch.

Arithm- (ἀριθμός), number; as, arithmetic.

Arm-a, arms; as, armor, army.

Ars, *art-is*, skill, art; as, artifice, artisan.

Asper, rough; as, asperity, exasperate.

Astr-on (αστρον), a star; as, astronomy.

- Aur-is*, the ear; as, auricular, aurist.
Aut-os (αὐτός), one's self; as, autobiography.
Auxili-um, help; as, auxiliary.
Avant (Fr.), before, forward; as, advantage.
Barbar-us, rude; as, barbarity.
Beat-us, happy; as, beatitude.
Beau, belle (Fr.), beautiful; as, beauty, embellish.
Bell-um, war; as, belligerent.
Bene, good; as, benefit, benevolence.
Bibl-os (βιβλος), a book; as, biblical.
Bi-os (βίος), life; as, biography.
Bis (bi, bin), two, twice; as, bisect, bigamy.
Brev-is, short; as, brevity, abbreviate.
Calcul-us, a stone, a pebble; as, calculate.
Camp-us, a plain; as, camp, encamp.
Caput (capit-), the head; as, capital, decapitate.
Caro, carn-is, flesh; as, carnivorous.
Cav-us, hollow; as, cavity, concave.
Caus-a, a cause; as, cause, causality.
Centr-um, the middle; as, central.
Cent-um, a hundred; as, century, per cent.
Cer-a, wax; as, sincere (*sine cera*, without wax).
Cert-us, sure; as, certain, certify.
Chir (χείρ), the hand; as, chiropathy.
Chord-a, a cord, string; as, chord, cordage.
Chron-os (χρονος), time; as, chronometer, chronology.
Civ-is, a citizen; as, civil, citizen.
Clar-us, clear; as, clarify, declare.
Class-is, a fleet; as, classify.
Cliv-is, a slope; as, declivity.
Copi-a, plenty; as, copious.
Cor, cord-is, the heart; as, cordial, accord.
Coron-a, a crown; as, coronation.
Corp-us, corpor-is, a body; as, corporeal.
Cosm-os (κοσμος), the world, order; as, cosmopolitan.
Crat-os (κρατος), government; as, democratic, aristocracy.
Crit-es (κριτης), a judge; as, critical.

- Crux, cruc-is*, a cross ; as, crucify.
- Cur-a*, care ; as, sinecure.
- Cycl-* (κυκλος), a circle ; as, cyclopædia.
- Damn-um*, harm, loss ; as, damage, condemn.
- Deca* (δεκα), ten ; as, decagon, decade.
- Decem*, ten ; as, decimal.
- De-us*, a god ; as, deify.
- Dem-os* (δημος), the people ; as, demagogue.
- Dens, dent-is*, a tooth ; as, dentist, indent.
- Di-es*, a day ; as, diary, meridian.
- Dign-us*, worthy ; as, dignify.
- Domin-us*, a master ; as, domineer.
- Dom-us*, a house ; as, domicile, domestic.
- Don-um* (*do*), a gift ; as, donate, donor.
- Dors-um*, the back ; as, indorse.
- Dot-os* (δοτος), given ; as, dose, anecdote.
- Dox-a*, glory, opinion ; as, doxology, paradox.
- Du-o* (δυο), two ; as, dual, duplicate.
- Dur-us*, hard ; as, durable, obdurate.
- Ego*, I ; as, egotist.
- Ens, ent-is* (*esse*), being ; as, absent, present.
- Equ-us*, equal ; as, equality.
- Erg-on* (εργον), work ; as, energy.
- Eu* (ευ), well ; as, euphony (*φωνη*, a sound).
- Faci-es*, the face ; as, deface, surface.
- Facil-is*, easy ; as, facility, facilitate.
- Felix, felic-is*, happy ; as, felicity, felicitate.
- Femin-a*, a woman ; as, feminine.
- Fid-es*, faith ; as, fidelity.
- Figur-a*, a figure ; as, figurative.
- Fili-us* (Fem. *fili-a*), a son ; as, filial.
- Fin-is*, the end ; as, finish, define.
- Firm-us*, strong ; as, firm, confirm.
- Fix-us*, fixed ; as, fixity, fixture.
- Fæd-us, fæder-is*, a league ; as, federal.
- Foli-um*, a leaf ; as, foliage, folio.
- Form-a*, a form ; as, conform, formula.

Fors, fort-is, chance; as, fortune, fortuitous.

Fort-is, strong, brave; as, force, fortress.

Franc (*Fr.*), free; as, franchise, frank.

Frater, fratr-is, a brother; as, fraternal, fraternity.

Frons, front-is, the forehead; as, frontal, affront.

Ge ($\gamma\eta$), the earth; as, geography.

Gel-u, frost; as, congeal, gelid.

Gene-a ($\gamma\epsilon\gamma\epsilon\alpha$), a beginning, birth; as, genesis, genealogy.

Genus, gener-is, race, kind; as, progeny, regenerate.

Gnomon ($\gamma\nu\acute{o}\mu\omega\nu$), a pointer, an index; as, physiognomy.

Goni-a ($\gamma\omega\nu\iota\alpha$), an angle; as, diagonal.

Gran-um, a grain; as, granary.

Gramm-a (from $\gamma\rho\alpha\varphi\omega$), a letter; as, grammar, telegram.

Grati-a, favor; as, gratitude, grace.

Grav-is, heavy; as, gravity, grave.

Grex, greg-is, a flock; as, congregate.

Her-es, hered-is, an heir; as, hereditary.

Heli-os ($\eta\lambda\iota\omicron\varsigma$), the sun; as, perihelion.

Hex ($\epsilon\tilde{\xi}$), six; as, hexagon.

Hier-os ($\iota\epsilon\rho\omicron\varsigma$), sacred; as, hierarchy.

Homo, homin-is, a man; as, homicide, human.

Hospes, hospit-is, a host or guest; as, hospitality.

Hum-us, the ground; as, humility, exhume.

Idi-os ($\iota\delta\iota\omicron\varsigma$), peculiar; as, idiom, idiosyncrasy.

Ignis, fire; as, igneous, ignite.

Imag-o, imagin-is, an image; as, image, imagine.

Insul-a, an island; as, insulate.

Integer, whole; as, integrity.

Int-us, within; as, interior.

Ir-a, anger; as, irritate, ire.

Jour (*Fr.*), a day; as, journal, adjourn.

Jug-um, a yoke; as, conjugate.

Jus, jur-is, law, right; as, jurist, injurious.

Just-us, just; as, adjust, justify.

Latus, later-is, the side; as, lateral, equilateral.

Lat-us, broad; as, latitude, dilate.

Laus, laud-is, praise; as, laudable.

- Lax-us*, loose; as, relax, laxity.
Lex, leg-is, law; as, legislate.
Libr-a (*lb.*), a balance; as, equilibrium.
Line-a, a line; as, delineate.
Lingu-a, a tongue; as, linguist, language.
Liter-a, a letter; as, literature.
Loc-us, a place; as, location.
Log-os (*λογος*), reason, a word, science; as, geology.
Long-us, long; as, longitude.
Lumen, lumin-is, light; as, luminous.
Lun-a, the moon; as, lunatic.
Lys-is (*λυσις*), a loosing; as, analysis.
Magister, magistr-i, a master; as, magistrate.
Magn-us, great; as, magnitude.
Mal-e, evil; as, malefactor.
Man-us, the hand; as, manuscript.
Mar-e, the sea; as, submarine.
Mater, matr-is, a mother; as, maternal.
Medi-us, the middle; as, mediator.
Mel, mell-is, honey; as, mellifluent.
Mem-or, mindful; as, memorial.
Mens, ment-is, the mind; as, mental.
Mens-ur-a, a measure; as, dimension.
Metr-um (*μετρον*), measure; as, geometry, diameter.
Mille, a thousand; as, millennium.
Minister, a servant; as, administer.
Miser, wretched; as, commiserate.
Mod-us, manner, measure; as, modify.
Mon-os (*μονος*), alone, one; as, monarch.
Mons, mont-is, a mountain; as, promontory.
Mors, mort-is, death; as, mortality.
Mult-us, many; as, multitude.
Mund-us, the world; as, antemundane.
Mun-us, muner-is, a gift; as, munificent.
Mus-a, a poem, a muse; as, musician.
Myst-es (*μυστης*), secret; as, mystery.

- Nav-is*, a ship; as, navigate.
Neur-on, a nerve; as, neuralgia.
Nomen, nomin-is, a name; as, denomination.
Nomos (νομος), a law; as, astronomy.
Non, not; as, nonsense.
Nox, noct-is, night; as, equinox.
Nov-us, new; as, innovate.
Null-us, no one; as, nullify.
Numer-us, a number; as, numerical.
Octo (οκτω), eight; as, octagon.
Ode, (ὁδῆ), a poem; as, melody, prosody.
Od-os (ὁδος), a road; as, method.
Oid-os (εἶδος), a form, like; as, spheroid.
Omn-is, all; as, omnipotent.
Onom-a (ὄνομα), a name; as, anonymous.
Opus, oper-is, work; as, operation.
Ordo, ordin-is, order, rank; as, subordinate.
Organ-um, an organ; as, organize.
Orth-os (ὀρθος), right, straight; as, orthography.
Ov-um, an egg; as, oval.
Oxys (ὀξύς), sharp, sour; as, oxydize.
Par, equal, like; as, disparity.
Parl-er (*Fr.*), to speak; as, parlance.
Pars, part-is, part; as, partition.
Pas, pant-os; pan, the whole; as, pantheism.
Pass-us, a step; as, surpass.
Pater, patr-is, a father; as, patriarch.
Path-os (παθος), feeling; as, antipathy.
Pax, pac-is, peace; as, pacify.
Pes, ped-is, a foot; as, pedestrian.
Pest-is, a plague; as, pestilence.
Petr-a (πετρα), a rock; as, petrify.
Phil-os (φιλος), a lover; as, philosophy.
Phos, phot-os (φως), light; as, photograph.
Phras-is, a speech; as, paraphrase.
Phys-is (φυσίς), nature; as, physiology.
Plant-a, a plant, the sole of the foot; as, supplant.

- Plan-us*, smooth; as, explanation.
Plen-us, full; as, replenish.
Pol-is (πολις), a city; as, politics.
Poly (πολυς), many; as, polygon.
Pondus, ponder-is, weight; as, preponderate.
Popul-us, the people; as, population.
Public-us, public; as, publication.
Preci-um, price; as, depreciate.
Pred-a, plunder; as, predatory.
Prim-us, first; as, primitive.
Princeps, princip-is, first, a prince; as, principal.
Priv-us, single; as, deprive.
Prop-e, near; as, propinquity.
Proxim-us, next; as, proximity.
Propri-us, one's own, fit; as, appropriate.
Pugna, a fight; as, pugnacity.
Puer, a boy; as, puerile.
Pulvis, pulver-is, dust; as, pulverize.
Pur-us, pure; as, purify.
Quadr-a, square; as, quadrant.
Qual-is, of what sort; as, quality.
Quies, quiet-is, quiet; as, quiescent.
Quot, how many; as, quotient.
Radi-us, spoke of a wheel; as, radiate.
Radix, radic-is, root; as, radical.
Rat-us, thinking, established; as, ratify.
Riv-us, a river; as, derivation.
Rot-a, a wheel; as, rotation.
Rotund-us, round; as, routine.
Sacer, sacr-i, sacred; as, consecrate.
Salus, salut-is, safety; as, salutary.
Sanct-us, holy; as, sanctify.
Sanguis, sanguin-is, blood; as, sanguinary.
San-us, sound; as, insanity.
Sat-is, enough; as, insatiate.
Semen, semin-is, seed; as, seminal.
Semi (Gr. ἡμι), half; as, semicircle.

- Sex* (ἕξ), six; as, sextuple.
Sidus, sider-is, a star; as, sidereal.
Sign-um, a sign; as, signature.
Simil-is, like; as, assimilate.
Solid-us, firm; as, consolidate.
Sol-us, alone; as, solitary.
Son-us, a sound; as, sonorous.
Sophi-a (σοφία), wisdom; as, philosophy.
Sors, sort-is, kind; as, assort.
Stere-os (στερεος), solid; as, stereotype.
Still-a, a drop; as, distill.
Styl-os (στυλος), a column, style; as, styliform.
Summ-a, the whole; as, summary.
Super, above; as, superlative.
Tabul-a, a table; as, tablet.
Techn-e (τεχνη), art or science; as, polytechnic.
Tel-os (τελος), the end, distance; as, telegraph.
Tempus, tempor-is, time; as, temporary.
Termin-us, the end; as, determine.
Terr-a, the earth; as, terrestrial.
Test-is, a witness; as, testify.
The-os (θεος), a god; as, atheist.
Thes-is (θεσις), a putting; as, antithesis.
Tom-os (τομος), a cutting; as, anatomy.
Ton-os (τονος), a sound, a stretching; as, tonic.
Trepid-us, a trembling; as, intrepid.
Tres, tri-a, three; as, triangle.
Trop-os (τροπος), a turning; as, tropic.
Turb-a, a crowd, confusion; as, turbulent.
Ultim-us, last; as, ultimate, penult.
Umbr-a, shadow; as, umbrella.
Un-us, one; as, re-unite, unify, unity.
Vag-us, a wandering; as, vagabond.
Van-us, vain, empty; as, vanity.
Vap-or, steam; as, evaporate.
Vari-us, diverse; as, variegate.
Vas, a vessel; as, vascular.

Vast-us, large, desert; as, devastate.

Verb-um, a word; as, verbose, adverb.

Verde, (*Fr.*); (*Lat. viridis*), green; as, verdant, verdure.

Verm-is, a worm; as, vermifuge.

Ver-us, true; as, verity, verdict, verify.

Vi-a, a way; as, deviate, obvious.

Vic-is (*vice*), instead of; as, viceroy, vicegerent.

Vigor, strength; as, invigorate.

Vil-is, vile; as, revile, vilify.

Vindex, *vindic-is*, an avenger; as, vindicate.

Vir, a man; as, virile.

Virt-us, bravery; as, virtue.

Vot-um, a vow; as, devote.

Vulg-us, the people; as, vulgar, divulge.

Zo-on (*ζωον*), an animal; as, zoölogy.

237. Suggestions for the Analysis of Words.

1. In the foregoing list of Latin verbs (235), we have given the *several verb stems* (except that of the preterite, which is not often used in English), as some derivatives come from one, and some from another; as, *conduce*, root *duc-o*; *conduct*, root *duct-um*.

NOTE.—The *philosophy of derivation* can not be given in this elementary treatise, so as to be of use to one not familiar with the Latin. Those who have cultivated that language will readily see a relation between most derivatives and the part of the Latin verb from which they are taken.*

2. The principal *prefixes* and *suffixes* should be *thoroughly mastered*, by written and oral exercises, combining each with a sufficient number of radical words to fully exemplify their use, and fix them in the mind.

3. For this purpose the additional list of radicals (236) may also be used.

* Derivatives from the third root, which is the same in the supine (active) and the passive participle in *us*, have sometimes an active and sometimes a passive signification; as, *induct*, to bring in (*active*), *product*, a thing produced (*passive*).

4. When the pupil has mastered the prefixes and suffixes, select any *derivative* word, at will, *analyze* it, note carefully the meaning of the *radical* part, and then, from the radical, form, by the use of prefixes and suffixes, as many other derivatives as possible.

5. Frame sentences containing each.

6. Discriminate any tropical meaning any of these words may assume, and construct sentences containing other words expressing the same sense (238).

EXAMPLES.

Just (from <i>just-us</i>),	Just-ify,
Ad-just,	In-just-ice,
Un-just,	Un-just-ly.
Just-ly,	Just-ification,
Just-ice,	Re-ad-just.

"*Just* men are only free. The rest are slaves."

"You may *adjust* the matter by complying with his demands."

"He that is *unjust*, let him be unjust still."

"The criminal was *justly* condemned."

"*Justice* is blind, and holds a pair of scales."

"I can by no means *justify* his conduct."

"It was an act of gross *injustice*."

"To suffer *unjustly* in a righteous cause, is better than to betray the right."

"There is no *justification* for such conduct."

"It has been displaced again; but you can *re-adjust* it."

7. Select any prefix, note its meaning, and then, from the list of radicals, form any number of derivatives. Define each. Construct sentences containing them.

EXAMPLES.

Co-act, to act together, or agree. (Prefix *con*, together with.)

Con-cede, to yield, to grant (*i. e.* to go with another in opinion or feeling).

Con-cession, the act of granting.

Con-clude, to determine (*i. e.* shut together).

"If I tell you how these two did *co-act*."

"I *concede* the truth of what you say."

"He was unwilling to make any *concession*."

"Then, grandam, you *conclude* that he is dead."

NOTE. — The following are examples of euphonic changes in the prefix: —

Ac-cede (*ad* and *cedo*, to yield), *ad*.

Ac-cess (*ad* and *cedo*, *cessum*).

Ad-apt (*aptare*, to fit).

Af-fix (*finco*, *fictum*).

Ag-gression (*ad* and *gradior*, *gressus*).

Al-location (*ad* and *loco*, *locatum*).

An-nex (*ad* and *necto*, *nexum*, to bind).

Ap-pear (*ad* and *pareo*, *paritum*).

Ar-rogance (*ad* and *rogo*, to ask).

As-sent (*ad* and *sentio*, to feel, to think).

At-tract (*ad* and *traho*, to draw).

8. Similarly, select a suffix and form derivatives; define each, and construct sentences as before.

Literal and Tropical Meaning.

238. By far the greater number of derivatives suffer some slight change, in composition, from the literal sense of radical, or prefix, or suffix; and of several recognized senses, the pupil must discriminate which to use.

1. Frequently, the literal sense is not full enough to satisfy the English idiom. Thus, Christian, root *Christ*, suffix *an*, one who, — one who *follows* Christ.

2. Derivatives are often used in a figurative sense, because of some analogy between their literal signification and that to which they are applied; as, *circumspect*,* *literally*, looking around,

* Many derivatives containing Latin prefixes are taken directly from the complete form; as, *circumspect*, is strictly from *circumspectus*, past participle of *circumspicere* (from *circum* and *spicere*). But the English student may much lessen his labor by pursuing the study of the primitives, as indicated above; and for this purpose we have presented a table containing some of the most important primitive roots.

figuratively, cautious, wary, discreet (referring to an act of the mind or its result); sincere, *cera*, wax, *sine*, without, *i. e.* pure, unmixed, honest, as, honey *without wax*.

Compound Words.

239. *Compound words* are of two general classes, as to their etymology.

1. Words formed of *two* simple *English words*, and embodying the signification of both the primitives. These need no discussion; as, ink-stand, table-cloth, horse-car, etc.

2. A class of words embracing very largely scientific terms, and formed of *two* or more *foreign roots*, or a foreign root united with a primitive word; as, *bio-graphy*, from *bios* (βίος), life, and *graph-* (γραφη), a writing; *micro-scope*, *micro* (μικρός), little, and *scop-* (σκοπεω), to see; *belligerent*, from *bellum*, war, and *gerens* (gero), bearing.

240. Such compound words may take *prefixes* or *suffixes*, or both; as, *unequivocally*, from radicals *equus*, equal, *vox* (*vocis*), a word, prefix *un*, not, suffixes *al*, belonging to, and *ly*, in a manner. *Equivocal*, from its derivation, means ambiguous, *i. e.* having different meanings equally appropriate.

241. General Exercises.

1. Write and define ten words with the prefix *al*.

* * * For subsequent exercises take other prefixes.

2. Write and define, giving literal and tropical meaning of ten words from the root *spec*, *spic*, *spac*; as, inspect, from radical *specio*, to look, and prefix *in*, into, to look into, to examine.

3. Write ten sentences, each containing one of these words, and give the literal and tropical meaning.

4. Write and define ten words with prefix *co* (*con*), and affix *able* (*ible*); as, *contemptible*.

5. Use these words in the framing of sentences.

6. Make sentences containing the following, and define each:

Affix,	Falsify,
Prejudice,	Contentious,
Prospect,	Irrespective,
Exert,	Respectability,
Exact,	Susceptibility,
Pretend,	Unconscious,
Secure,	Reprehensible,
Succeed,	Sincerity,
Underrate,	Disingenuous.

7. Write ten sentences each, of the following:—

(1.) Each containing a primitive word.

(2.) Each containing a derivative from the same root.

(3.) Each containing a compound word, and state the simple words of which they are made up.

(4.) In each of the sentences written, point out the nouns.

(5.) Write ten sentences, each containing one of the following verbs: play, speak, wrote, studying, destroyed, intend, delay, define, desire, broken.

(6.) Write ten sentences containing nouns from the same roots as the preceding.

8. Write ten sentences, each containing a noun derived from, or allied to,¹ one of the following verbs,² viz.: teach, think, heal, prefer, intend, suspect, break, derive, persuade, content, deliver.

9. Write ten sentences, containing each of the following words, used as verbs; also, other sentences, using the same words as nouns: delay, stick, drive, stay, support, stand, search, sound, desire, repose.

10. Make a list of the derivative words in a paragraph from any correct writer; * analyze and define each.

REMARK.—The value of the parsing lesson, as a means to the acquisition of skill in the use of language, may be much enhanced by requiring the pupil to give the etymology of derivative words, as well as their grammatical accidents.

* Selections in this manual from "Exercises for Analysis and Parsing."

A. & P. Gr. —¹Page 307. I. 2. (1). (2). ²Page 308.

Synonyms.

242. The English language is peculiarly rich in its vocabulary, and consequently in its variety of *synonymous* words. Such works as *Rouget's Thesaurus*,* or, in the absence of this, *Crabb's Synonyms*, or any good synonymous dictionary, will furnish ample material. Few words, if any, have *exact* synonyms. A very nice discrimination may, therefore, be made, — and a useful exercise may be found in constructing sentences with so-called synonymous words, noting in all cases the precise shade of meaning which belongs to each. The following are examples : —

{ Blemish in the engraving.	{ Moisture of the body.
{ Defect in the instrument.	{ Humidity of the atmosphere.
{ Fault in the workmanship.	{ Dampness of the cellar.
{ Ravages of disease.	{ Materials of a building.
{ Desolation of our dwellings.	{ Matter for deliberation.
{ Devastation of the country.	{ Subject of conversation.
{ Origin of evil.	{ Quickness of apprehension.
{ Source of consolation.	{ Swiftmess of an arrow.

1. Make sentences containing the following words, properly used : —

Defend,	Protect.	Grant,	Allow.
Combat,	Oppose.	Relate,	Describe.
Cover,	Hide.	Spend,	Waste.
Use,	Employ.	Bewail,	Lament.
Bind,	Tie.	Slander,	Defame.
Finish,	Conclude.	Assert,	Maintain.
Confer,	Bestow.	Assist,	Relieve.
Convince,	Persuade.	Perceive,	Discern.
Obtain,	Procure.	Repress,	Restrain.

2. Further selections may be made from the spelling-books in common use, or from a synonymous dictionary.

* Published by Sheldon & Company, New York. This is, without doubt, the best book of the kind yet issued.

PART II.

SELECTIONS FOR ANALYSIS AND PARSING.

EXERCISE I.

243. Select Sentences.

* * In the following analyze each sentence as directed (141), and parse according to model as directed (178).

1. He that is diligent shall stand before kings.
2. The way by example is short; by precept, long (102).
3. The spirit of truth dwelleth in meekness.
4. By too much altercation, truth is lost (134. 1).
5. Not he who has little, but he who desires much, is poor.
6. Many talk like philosophers, and yet live like fools.
7. Simplicity of life and manner produces tranquillity and peace of mind.
8. God makes the heir, not man.*
9. Of all the virtues, gratitude has the shortest memory.
10. Of all poverty, that¹ of the mind is the most deplorable.
11. Of all impudence, the greatest is to deny the truth.²
12. Of all the enemies of idleness, want is the most formidable.
13. Wherever there is flattery, there is sure to be a fool.
14. Family quarrels and religious disputes, unfortunately, know no restraint.
15. Violence breeds hatred, and hatred,† dissension.
16. Every may be (108) has a may not be.

* Ambiguous.

† Supply "breeds" [compound sentence].

A. & P. Gr. — ¹682. ²869.

C. S. Gr. — ¹Lesson 10. Obs. 2. ²66. Sp. R. 1.

17. When men speak ill of you, so live that nobody will believe them.

18. Pastime, like * wine, is poison in the morning.

19. Words spoken (**156. 4**) of one thing, ought not to be perverted to another.

20. Use temporal, † but desire eternal things.

21. Vain-glory blossoms, but never bears fruit.

22. The statement is capable (**83. 5**) of demonstration.

23. The house is nearly (**193. (b)**, note) in the middle of the block.

24. Nothing is so secret but ‡ time and truth will reveal it.

25. The mind, not the act, maketh a man guilty (**83. 1**).

26. But all was vain; he had no principles on which they could take hold (**96. 1**).

27. The great business of man is¹ to improve his mind and govern his manners.

28. The whole universe is his library; conversation, his living studies; and remarks upon them are his best tutors.

29. Learning is the temperance of youth, the comfort of old age, and the only sure guide to honor and preferment.

30. Aristotle says,² that to become an able man in any profession whatever, three things are necessary — which are, nature, study, and practice.

31. To endure present evils with patience, and wait for expected good with long suffering, is equally the part of the Christian and the hero.

32. Adversity overcome is the highest glory; and willingly undergone, the greatest virtue: sufferings are but the trials of gallant spirits.

33. Never employ yourself to discern³ the faults of others, but be careful to amend and prevent your own.

34. There is an odious spirit in many persons, who are better pleased to detect a fault than to commend a virtue.

* Supply "to." † Supply "things." ‡ Equivalent to "that, not."

A. & P. Gr. — ¹798. ²802. ³385.

C. S. Gr. — ¹Page 118, R. 4. ²Page 111, top. ³Page 118, R. 6.

35. The worthiest people are most injured by slanderers; as we usually find that to be the best fruit¹ (83. 1) which the birds have been pecking at.

36. When a man loses his integrity, he loses the foundation of his virtue.*

37. A contented mind is a continual feast; and the pleasure of the banquet is greatly augmented by knowing that each man may become his own entertainer.

38. Man is born for society, without which virtue would have no followers, the world would be² without allurements, and life without pleasure.

39. It³ is natural for us to contract the passions as well as (146. 4, (b)) the habits of those with whom we are familiar; to follow their vices, as well as to imitate their virtues.

40. Be sincere in all your words, prudent in all your actions, and obliging in all your manners.

41. He who begins an affair without judgment, ought not to be surprised if it end⁴ without success.

42. If justice direct you in the pursuit of gain, tranquillity will attend you in the enjoyment of it.

43. We are more indebted to our parents than to all the world besides.

44. To other persons we may owe much, but to them we owe ourselves.

45. If ingratitude to others, therefore, is hateful, that which is shown to parents is most horrid and detestable.

46. Make a proper use of your time, and remember that when it is once gone it can never be recalled.

47. Attend diligently to thy business; it⁵ will keep thee from wickedness, from poverty, and from shame.†

48. He who harbors malice in his heart will find, to his sorrow,⁶ that a viper has been nourished in his bosom.

49. Men make themselves ridiculous (83. 1), not so much by

* Transpose this sentence (134).

† *What* will keep thee?

A. & P. Gr.—¹796. ²621. ³246. 4. ⁴857. ⁵246. 1. ⁶802.

C. S. Gr.—¹ Lesson 60. ²45. ⁴65. ⁶Page 111, top.

the qualities [which¹] they have, as by the affectation of those [which] they have not.

50. To say little and perform much, is the characteristic of a great mind.

51. No preacher is so successful as time. It gives a turn to thought to the aged, which it² was impossible to inspire while they were young.

52. The injuries¹ we do, and those we suffer, are (53. 2, note) seldom weighed in the same balance.

EXERCISE II.

244. *Select Paragraphs.*

1. That (121, 4, Rem. 2) every day has its pains and sorrows is universally experienced, and almost universally confessed. But let us not attend only (158. 1) to mournful truths: if we look impartially about us, we shall find that every day has likewise its pleasures and its joys.*

2. We should³ cherish sentiments of charity towards all men. The Author of all good nourishes much piety and virtue in hearts that are unknown to us, and beholds repentance ready to spring up among many whom we consider as (83. 2, (1)) reprobates.

3. No one ought⁴ to consider himself as insignificant in the sight of his Creator. In our several stations we are all sent forth to be⁵ laborers in the vineyard of our heavenly Father. Every man has his work allotted,⁶ his talent committed to him; by the due improvement of which he may, in one way or other, serve God, promote virtue, and be useful to the world.

4. The love of praise should be preserved under proper subordination to the principle of duty. In itself, it† is a useful motive to action; but when allowed to extend its influence too far, it corrupts the whole character, and produces guilt, disgrace, and misery. To be⁷ entirely destitute of it, is a defect. To be gov-

* Illative sentence. (96. 1.)

† What is the antecedent of *it*? (See 13. 2.)

A. & P. Gr.—¹751. ²246. 3. ³363. ⁴515. ⁵882. ⁶893. ⁷869.
C. S. Gr.—³Lesson 12. Obs. 3. ⁵Page 118, R. 6. ⁷Lesson 66, Sp. R. 1.

erned by it, is depravity The proper adjustment (**56. 2**) of the several principles of action in human nature, is a matter that deserves our highest attention. For, when any one of them becomes either too weak or too strong, it endangers both our virtue and our happiness.

5. The desires and passions of a vicious man, having once obtained an unlimited sway (**118**), trample him under their feet. They make him feel that he is subject to various contradictory and imperious masters, who often pull him different ways. His soul is rendered the receptacle¹ (**83. 5**) of many repugnant and jarring dispositions, and resembles some barbarous country, cantoned out into different principalities, which are continually waging war on one another.²

6. Diseases, poverty, disappointment, and shame (**59. 2**, note), are far from being, in every instance, the unavoidable doom³ of man. They are much more frequently the offspring of his own misguided choice. Intemperance engenders disease, sloth produces poverty, pride creates disappointments, and dishonesty exposes⁴ to shame. The ungoverned passions of men betray them into a thousand follies, their follies⁵ into crimes, and their crimes into misfortunes.

7. When we reflect on the many distresses which abound in human life; on the scanty proportion of happiness which any man is here allowed to enjoy; on the small difference which the diversity of fortune makes on that scanty proportion (**69. 2, (d)**); it⁶ is surprising, that envy should ever have been a prevalent passion among men, much more that it should have prevailed among Christians. Where so much is suffered in common, little room is left for envy. There is more occasion for pity and sympathy, and an inclination to assist each other.⁷

8. At our first setting out in life, when* yet unacquainted with the world and its snares, when every pleasure enchants with

* Supply "we are."

A. & P. Gr. —¹796, 797, 811. ²673. ³799. ⁴808. ⁵978.6.
⁶246.3. ⁷673.

C. S. Gr. —¹Lesson 60.

its smile, and every object shines with the gloss of novelty, let us beware¹ of the seducing appearances which surround us, and recollect what others have suffered from the power of headstrong desire. If we allow any passion, even though it be esteemed innocent, to acquire an absolute ascendancy, our inward peace will be impaired. But if any which has the taint of guilt take early possession of our mind, we may date from that moment the ruin of our tranquillity.

9. Every man has some darling passion, which generally affords the first introduction to vice. The irregular gratifications, into which it occasionally seduces him, appear under the form of venial weaknesses; and are indulged, in the beginning, with scrupulousness and reserve. But, by longer practice, these restraints weaken, and the power of habit grows. One vice brings in another to its aid. By a sort of natural affinity, they connect and entwine themselves together; till their roots come to be spread wide² and deep over all the soul.

EXERCISE III.

245. Moral Reflections.

1. Whence arises the misery of this present world? It is not owing to our cloudy atmosphere, our changing seasons, and inclement skies. It is not owing to the debility of our bodies, or to the unequal distribution of the goods of fortune. Amidst all disadvantages of this kind, a pure, a steadfast and enlightened mind, possessed of strong virtue, could enjoy itself in peace, and smile³ at the impotent assaults of fortune and the elements. It is within ourselves that misery has fixed its seat. Our disordered hearts, our guilty passions, our violent prejudices and misplaced desires, are the instruments of the trouble which we endure. These sharpen the darts which adversity would otherwise point in vain against us.

2. While the vain⁴ and the licentious are reveling in the

A. & P. Gr. —¹468. ²685. ³958. ⁴201.

C. S. Gr. —³Lesson 70, Obs. 5. ⁴10, Obs. 2.

midst of extravagance and riot, how little do they think of those scenes of sore distress which are passing at that moment throughout the world — multitudes* struggling for a poor subsistence, to support the wife and children whom they love, and who look up to them with eager eyes for that bread which they can hardly procure; multitudes groaning under sickness in desolate cottages, untended and unmourned; many, apparently in a better situation of life, pining away in secret with concealed griefs; families weeping over the beloved friends whom they have lost, or, in all the bitterness of anguish, bidding those (83. 2) who are just expiring, the last adieu!

3. Never adventure on too near an approach to what is evil. Familiarize not yourself with it, in the slightest instances, without fear. Listen with reverence to every reprehension of conscience, and preserve the most quick and accurate sensibility to right and wrong. If ever your moral impressions begin to decay, and your natural abhorrence of guilt¹ to lessen, you have ground to dread that the ruin of virtue is fast approaching.

4. By disappointments and trials, the violence of our passions is tamed, and our minds are formed to sobriety and reflection. In the varieties of life, occasioned by the vicissitudes of worldly fortune, we are inured to habits both of the active and of the suffering virtues. How much soever² we complain of the vanity of the world, facts plainly show, that if its vanity were³ less, it could not answer the purpose of salutary discipline. Unsatisfactory as it is,† its pleasures are still too apt to corrupt (83. 5) our hearts. How fatal, then, must the consequences have been, had⁴ it yielded us more complete enjoyment! If, with all its troubles, we are in danger of being too much attached to it, how entirely would it have seduced our affections, if no troubles had been mingled with its pleasures! ‡

* The object of "think of," in the preceding clause; so, also, "multitudes," "many," "families," in the following. These are in apposition with "scenes of sore distress," and used to particularize them.

† An idiomatic clause, having nearly the force of the abridged nominative independent and participle.

‡ This is a sentence very difficult of analysis. It has the form of a com-

A. & P. Gr. — 1978. 6. 21042. 8. 3439. 2. 4389.

5. In seasons of distress or difficulty, to abandon ourselves to dejection, carries no mark of a great or a worthy mind. Instead of* sinking under trouble, and declaring that "his soul is weary of life," it¹ becomes a wise and a good man, in the evil day, with firmness to maintain his post; to bear up against the storm; to have recourse to those advantages which, in the worst of times, are always left to integrity and virtue, and never to give up the hope that better days may yet arise.

6. How many young persons have at first set out in the world with excellent dispositions of heart; generous, charitable, and humane; kind to their friends, and amiable among all with whom they had intercourse! — and yet how often have we seen all those fine appearances unhappily blasted in the progress of life, merely through the influence of loose and corrupting pleasures; and those very persons who promised once to be blessings² to the world, sunk down, in the end, [so as] to³ be the burden and nuisance of society!

7. The most common propensity of mankind is to store futurity with whatever is agreeable to them; especially in those periods of life when imagination is lively, and hope is ardent. Looking forward to the year now beginning, they are ready to promise themselves much from the foundation of prosperity which they have laid, from the friendships and connections which they have secured, and from the plans of conduct which they have formed. Alas! how deceitful do⁴ all these dreams of happiness often prove! While many are saying in secret to their hearts, "To-morrow shall be as this day, and more abundant," we are obliged in turn to say to them, "Boast not yourselves of to-morrow, for you know not what a day may bring forth."

pound sentence with two complex members, each containing a conditional clause. The second part, after the words "*attached to it*," seems to be in some sense limited by the first. It is, however, perhaps, better to regard the second part as a logical sequence (95).

* What is the antecedent of the relation shown by "instead of"?

A. & P. Gr. — ¹246. 4. ²799. ³884. ⁴502.

C. S. Gr. — ³Page 118, R. 7. ⁴Lesson 26.

EXERCISE IV.

246. The Hill of Science.

1. In that season of the year, when the serenity of the sky, the various fruits which cover the ground, the discolored foliage of the trees, and all the sweet, but fading graces of inspiring autumn, open the mind to benevolence, and dispose it for contemplation, I was wandering in a beautiful and romantic country, till curiosity began to give way to weariness, and I sat down on the fragment of a rock overgrown with moss where the rustling of the falling leaves, the dashing of waters, and the hum of the distant city, soothed my mind into a most¹ perfect tranquillity; and sleep insensibly stole upon me, as I was indulging the agreeable reveries which the objects around me naturally inspired.*

2. I immediately found myself in a vast, extended plain, in the middle of which arose a mountain, higher than [that which] I had before any conception of. It was covered with a multitude of people, chiefly (*193. 4, (a)*) youth, many of whom pressed forward with the liveliest expression of ardor in their countenance, though the way was in many places steep and difficult (*157. 1*).

3. I observed [that] those who had but just begun to climb the hill, thought themselves not far from the top; but as they proceeded, new hills were continually rising to their view, and the summit of the highest (*153. 4*) they could before discern seemed but² the foot of another, till the mountain at length appeared to lose itself in the clouds.

4. As I was gazing on these things with astonishment, a friendly instructor suddenly appeared. "The mountain before thee," said he, "is the Hill of Science. On the top is the temple of Truth, whose head is above the clouds, and a veil of pure light covers her³ face. Observe the progress of her votaries; be silent and attentive."

* Make a diagram of the members and clauses in this sentence, after the models in § 143.

5. After I had noticed a variety of objects, I turned my eyes towards the multitudes who were climbing the steep ascent, and observed amongst them a youth of a lively look, a piercing eye, and something * fiery and irregular in all his motions. His name was Genius. He darted like an eagle¹ up the mountain, and left his companions gazing after him with envy and admiration; but his progress was unequal, and interrupted by a thousand caprices.

6. When Pleasure² warbled in the valley, he mingled in her train; when Pride beckoned towards the precipice, he ventured to the tottering edge. He delighted in devious and untried paths, and made so many excursions from the road, that his feebleness often outstripped him. I observed that the Muses beheld him with partiality,³ but Truth often frowned and turned aside her face.

7. While Genius was thus wasting his strength in eccentric flights, I saw a person of very different appearance, named Application.⁴ He crept along with a slow and unremitting pace, his eyes² fixed on the top of the mountain, patiently removing every stone that obstructed his way, till he saw most of those below † him, who had at first derided his slow and toilsome progress.

8. Indeed, there were few who ascended the hill with equal and uninterrupted steadiness; for, besides the difficulties of the way, ‡ they were continually solicited to turn aside, by a numerous crowd of Appetites, Passions, and Pleasures, whose importunity, when once⁶ complied with, they became less and less able to resist; and though they often returned to the path, the asperities of the road were more severely felt; the hill appeared more steep and rugged; the fruits, which were wholesome and

* Something, adv. = in some degree — not elegant.

† = That most of those were below him.

‡ Phrase used absolutely, nearly like the case of infinitive mood, A. & P. Gr., 886.

A. & P. Gr. — ¹823. 3. ²1046. 1. ³802. ⁴796. ⁵769. ⁶321. 1.

C. S. Gr. — ¹Lesson 62, Obs. ³Page 111, top. ⁴Lesson 60. ⁵57, Sp. R, 1. ⁶16, Obs. 3.

refreshing, seemed harsh and ill-tasted; their sight grew dim, and their feet tripped at every little obstruction.

9. I saw, with some surprise, that the Muses, whose business was to cheer¹ (80. 3, *a*) and encourage those who were toiling up the ascent, would often sing in the bowers of Pleasure, and accompany those who were enticed away at the call of the Passions. They accompanied them, however, but a little way,² and always forsook them when they lost sight of the hill. The tyrants then doubled their chains upon the unhappy captives, and led them away, without resistance, to the cells of Ignorance or the mansions of Misery.

10. Amongst the innumerable seducers who were endeavoring to draw away the votaries of Truth from the path of Science, there³ was one, so little formidable in her appearance, and so gentle and languid in her attempts, that I should scarcely have taken notice of her, but for the numbers (153. 4) she had imperceptibly loaded with her chains.

11. Indolence (for so she was called), far from proceeding to open hostilities, did not attempt to turn their feet out of the path, but contented herself with retarding their progress; and the purpose⁴ she could not force them to abandon, she persuaded them to delay. Her touch had a power like that of the torpedo, which withered the strength of those who came within its influence. Her unhappy captives still turned their faces towards the temple, and always hoped to arrive there; but the ground seemed to slide from beneath⁵ their feet, and they found themselves at the bottom, before they suspected they had changed their place (123. 2).

12. The placid serenity which at first appeared in their countenance, changed by degrees into a melancholy languor, which was tinged with deeper and deeper gloom, as they glided down the stream of Insignificance — a dark and sluggish water (123. 4), which is curled by no breeze, and enlivened by no murmur, till it falls into a dead sea, where startled passengers are awak-

A. & P. Gr. — ¹622. ²828. ³529. ⁴751. ⁵547.

C. S. Gr. — ¹Lesson 45. ²62, Sp. Rule.

ened by the shock, and the next moment buried in the Gulf of Oblivion.

13. Of all the unhappy deserters from the paths of Science, none¹ seemed less able to return than the followers² of Indolence. The captives of Appetite and Passion would³ often seize the moment when their tyrants were languid or asleep, to escape⁴ from their enchantment; but the dominion of Indolence was constant and unremitted, and seldom resisted till resistance was in vain.

14. After contemplating these things, I turned my eyes towards the top of the mountain, where the air was always pure and exhilarating, the path shaded⁵ with laurels and evergreens, and the effulgence which beamed from the face of Science seemed to shed a glory round her votaries. Happy, said I, are they who are permitted to ascend the mountain! But while I was pronouncing this exclamation, with uncommon ardor, I saw standing beside me a form of diviner features, and a more benign radiance.

15. "Happier," said she, "are they whom virtue conducts to the Mansions of Content!" "What!"⁶ said I, "does Virtue, then, reside in the vale?" "I am found," said she, "in the vale, and I illuminate the mountain; I cheer the cottager at his toil, and inspire the sage at his meditation; I mingle in the crowd of cities, and bless the hermit in his cell; I have a temple in every heart that owns my influence, and to him that wishes for me, I am already present. Science may raise thee to eminence, but I alone can guide thee to felicity!"

16. While Virtue was thus speaking, I stretched out my arms towards her, with a vehemence which broke my slumber. The chill dews were falling around me, and the shades of evening stretched⁷ over the landscape. I hastened homeward, and resigned the night to silence and meditation. — *Aikin*.

A. & P. Gr. — ¹308. ²978. 5. ³360. ⁴882. ⁵958. ⁶558. ⁷323

C. S. Gr. — ¹Lesson 14, Obs. 6. ⁴66, Sp. R. 6.

EXERCISE V.

247. The Importance of a Good Education.

1. I consider a human soul, without education, like* marble in a quarry; which shows none of its inherent beauties, until the skill of the polisher fetches out the colors, makes the surface shine,¹ and discovers every ornamental cloud, spot, and vein that runs through the body of it. Education, after the same manner, when it works upon a noble mind, draws out to view *every*† latent virtue and perfection, which, without such helps, are never able to make their appearance.

2. If my reader will give me leave to change the allusion so soon upon him, I shall make use of the same instance to illustrate² the force of education, which Aristotle has brought to explain his doctrine of substantial forms, when he tells us that a statue lies hid in a block of marble, and that the art of the statuary only clears away the superfluous matter, and removes the rubbish. The figure is in the stone, and the sculptor only finds it.

3. What sculpture is to a block of marble, education is to a human soul. The philosopher, the saint, or the hero, the wise, the good, or the great man, very often lies hid and concealed in the plebeian, which³ a proper education might have disinterred, and have brought to light. I am therefore much delighted with reading the accounts of savage nations, and with contemplating those virtues which are wild and uncultivated; to see courage exerting itself in fierceness, resolution in obstinacy, wisdom in cunning, patience in sullenness and despair.

4. Men's passions operate variously, and appear in different kinds of actions, according⁴ as they are more or less rectified and swayed by reason. When one hears of negroes, who, upon

* Supply "to." It were better, perhaps, to regard "like" as connecting "soul" and "marble" in a sort of apposition. A. & P. G. — 674.

† *Every*, in the sense of *all*, seems to require a plural verb. Recast the sentence to avoid this apparent solecism.

A. & P. Gr. — ¹877. ²882. ³747. ⁴524.

C. S. Gr. — ¹Lesson 66, R. 5. ²66, R. 6.

the death of their masters, or upon changing their service, hang themselves upon the next tree, as it sometimes happens in our American plantations, who can forbear admiring their fidelity, though it expresses itself in so dreadful a manner?

5. It¹ is, therefore, an unspeakable blessing to be born in those parts of the world where wisdom and knowledge flourish; though, it must be confessed, there are, even in these parts, several poor uninstructed persons, who are but little above the inhabitants of those nations of which I have been here speaking; as those who have had the advantages of a more liberal education, rise above one another by several different degrees of perfection.

6. For, to return² to our statue in the block of marble, we see it sometimes only begun to be chipped, sometimes rough hewn, and but just sketched into a human figure; sometimes we see the man appearing distinctly in all his limbs and features; sometimes we find the figure wrought up to great elegance; but seldom meet with any to which the hand of a Phidias³ or a Praxiteles could not give several nice touches and finishings. — *Addison.*

EXERCISE VI.

248. Order in the Distribution of our Time.

1. Time we ought to consider as a sacred trust, committed to us by God; of which we are now the depositories, and are to render⁴ an account at the last. That portion of it which he has allotted to us, is intended partly for the concerns of this world, partly for those of the next. Let each of these occupy, in the distribution of our time, that space which properly belongs to it.

2. Let not the hours of hospitality and pleasure interfere with the discharge of our necessary affairs; and let not what we call necessary affairs encroach upon the time which is due to devotion. To everything there is a season, and a time for every purpose under the heaven. If we delay till to-morrow what ought to be done to-day, we overcharge the morrow with a bur-

A. & P. Gr. — ¹246. 4. ²886. ³105. ⁴488.

den which belongs not to it. We load the wheels of time, and prevent them from carrying us along smoothly.

3. He who every morning¹ plans the transactions of the day, and follows out that plan, carries on a thread which will guide him through the labyrinth of the most busy life. The orderly arrangement of his time is like a ray of light, which darts itself through all his affairs. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidents, all things lie huddled together in one chaos, which admits neither of distribution nor review.

4. The first requisite for introducing order into the management of time, is, to be impressed with a just sense of its value. Let us consider² well how much depends upon it, and how fast it flies away. The bulk of men are in nothing more capricious and inconsistent than in their appreciation of time. When they think of it as the measure of their continuance on earth, they highly prize it, and with the greatest anxiety seek to lengthen it out.

5. But when they view it in separate parcels, they appear to hold it in contempt, and squander it with inconsiderate profusion. While they complain that life is short, they are often wishing its different periods³ at an end. Covetous of every other possession, of time only they are prodigal. They allow every idle man to be master of this property, and make every frivolous occupation welcome that can help them to consume it.

6. Among those who are so careless of time, it is not to be expected that order should be observed in its distribution. But by this fatal neglect, how many materials of severe and lasting regret are they laying up in store for themselves! The time which they suffer to pass away in the midst of confusion, bitter repentance seeks afterwards in vain to recall. What was omitted to be done at its proper moment,* arises to be the torment of some future season.

* This clause, taken as a whole, is the subject of "arises." (154. 5, 6.)

A. & P. Gr. — 1828. 2468. 3887.

C S. Gr. — 1 Lesson 62, Sp. R.

7. Manhood is disgraced by the consequences of neglected youth. Old age, oppressed (**156. 4**) by cares that belonged to a former period, labors under a burden not its own. At the close of life, the dying man beholds with anguish that his days are finishing,¹ when his preparation for eternity is hardly commenced. Such are the effects of a disorderly waste of time, through not attending to its value. Everything in the life of such persons is misplaced. Nothing is performed aright, from not being² performed in due season.

8. But he who is orderly in the distribution of his time, takes the proper method of escaping those manifold evils. He is justly said to redeem the time. By proper management, he prolongs it. He lives much in little space; more in a few years than others do in many. He can live to God and his own soul, and at the same time attend to all the lawful interests of the present world. He looks back on the past, and provides for the future.

9. He catches and arrests the hours as they fly. They are marked down for useful purposes, and their memory remains. Whereas those hours fleet by the man of confusion like a shadow. His days and years are either blanks, of which he has no remembrance, or they are filled up with so confused and irregular a³ succession of unfinished transactions, that though he remembers he has been busy, yet he can give no account of the business which has employed him. — *Blair*.

EXERCISE VII.

249. *On the Pleasure of Acquiring Knowledge.*

1. In every period of life, the acquisition of knowledge is one of the most pleasing employments of the human mind. But in youth, there are circumstances which make it productive of higher enjoyment. It⁴ is then that everything has the charm of novelty, that curiosity and fancy are awake, and that the heart swells with the anticipations of future eminence and utility. Even in those lower branches of instruction which we call mere

A. & P. Gr. — ¹457. ²819. ³727. ⁴246.4.

accomplishments¹ (83. 1), there is something always pleasing to the young in their acquisition.*

2. They seem to become² every well-educated person; they adorn, if they do not dignify humanity; and what is far more,† while they give an elegant employment to hours of leisure and relaxation, they afford a means³ of contributing to the purity and innocence of domestic life. But in the acquisition of knowledge of the higher kind, — in the hours when the young gradually begin the study of the laws of nature, and of the faculties of the human mind, or of the magnificent revelations of the Gospel, — there⁴ is a pleasure of a sublimer nature.

3. The cloud, which in their infant years seemed to cover nature from their view, begins gradually to resolve. The world in which they are placed, opens with all its wonders upon their eye; their powers of attention and observation seem to expand with the scene before them; and while they see, for the first time, the immensity of the universe of God, and mark the majestic simplicity of those laws by which its operations are conducted, they feel as if they were awakened to a higher species of being, and admitted into nearer intercourse with the Author of Nature.

4. It is this period, accordingly, more than all others, that determines our hopes or fears of the future fate of the young. To feel no joy in such pursuits, — to listen carelessly to the voice which brings such magnificent instruction, — to see the veil raised which conceals the counsels of the Deity, and to show no emotion at the discovery, — are⁵ symptoms of a weak and torpid spirit — of a mind unworthy of the advantages it possesses, and fitted only for the humility of sensual and ignoble pleasure.

5. Of those, on the contrary, who distinguish themselves by the love of knowledge; — who follow with ardor the career that is open to them, — we are apt to form the most honorable presages. It is the character which is natural to youth, and which,

* Re-construct this sentence.

† Apposition with clause "they afford," etc.

A. & P. Gr. — ¹810. ²621. ³159. 2. ⁴529. ⁵778.

C. S. Gr. — ¹Lesson 61, Sp. R. 5. ²45. ⁴59, R. 2.

therefore, promises well of their maturity. We foresee for them, at least, a life of pure and virtuous enjoyment; and we are willing to anticipate no common share of future usefulness and splendor.

6. In the second place, the pursuits of knowledge lead not only to happiness, but to honor. "Length of days is in her right hand, and in her left are riches and honor." It¹ is honorable to excel even in the most trifling species of knowledge — in those which can amuse only the passing hour. It is more honorable to excel in those different branches of science, which are connected with the liberal professions of life, and which tend so much to the dignity and well-being of humanity.

7. It is² the means of raising the most obscure to esteem and attention; it opens to the just ambition of youth some of the most distinguished and respected situations in society; and it places them there, with the consoling reflection,* that it is to their own industry and labor, in the providence of God, that they are alone indebted for them. But to excel in the higher attainments of knowledge, — to be distinguished in those greater pursuits which have commanded the attention and exhausted the abilities of the wise in every former age, — is,† perhaps, of all the distinctions of human understanding, the most honorable and grateful.

8. When we look back upon the great men who have gone before us in every path of glory, we feel our eye turned from the career of war and of ambition, and involuntarily rest ‡ upon those who have displayed the great truths of religion, — who have investigated the laws of social welfare, or extended the sphere of human knowledge. These are honors, we feel, which have been gained without a crime, and which can be enjoyed without remorse. They are honors, also, which can never die, — which can shed luster even upon the humblest head, — and to which the young of every succeeding age will look up, as their brightest incentive to the pursuit of virtuous fame.

* In apposition with "reflection."

† Why is this verb singular?

‡ What rule is violated here?

EXERCISE VIII.

250. The Uses of Knowledge.

1. The first end to which all wisdom or knowledge ought to be employed, is, to illustrate the wisdom or goodness of the Father of Nature. Every science that is cultivated by men leads naturally to religious thought — * from the study of the plant that grows beneath our feet, to that of the host of heaven above us, which perform their stated revolutions in majestic silence, amid the expanse of infinity. When, in the youth of Moses, “the Lord appeared to him in Horeb,” a voice was heard, saying, “Draw not nigh hither: put off thy shoes from off thy feet; for the place whereon thou standest is holy ground.”

2. It is with such reverential awe that every great or elevated mind will approach the study of nature, and with such feelings of adoration and gratitude that he will receive the illumination that gradually opens upon his soul. It is not the lifeless mass of matter, he will then feel, † that he is examining; it is the mighty machine of Eternal Wisdom, — the workmanship of Him “in whom everything lives, and moves, and has its being.”

3. Under an aspect of this kind, it is impossible to pursue knowledge without mingling¹ with it the most elevated sentiments of devotion; it is impossible to perceive the laws of nature, without perceiving, at the same time, the presence and the providence of the Lawgiver; and thus it is that, in every age, the evidences of religion have advanced with the progress of true philosophy; and that science, in erecting a monument to herself, has at the same time erected an altar to the Deity.

4. The knowledge of nature is not exhausted. There are many great discoveries yet awaiting the labors of science; and with them there² are also awaiting to humanity many additional proofs of the wisdom and benevolence “of Him that made us.”

* What does this phrase limit?

† What is the *object* of “feel”?

To the hope of these great discoveries, few, indeed, can pretend; yet let it be ever remembered, that he who can trace any one new fact, or can exemplify any one new instance of divine wisdom or benevolence in the system of nature, has not lived in vain, — that he has added to the sum of human knowledge, — and, what is far more, that he has added to the evidence of those greater truths, upon which the happiness of time and eternity depends.

5. The second great end to which all knowledge ought to be employed, is the welfare of humanity. Every science is the foundation of some art beneficial to men; and while the study of it leads us to see the beneficence of the laws of nature, it calls upon us also to follow the great end of the Father of Nature, in their employment and application. I need not say what a field is thus opened to the benevolence of knowledge: I need not tell you that in every department of learning there is good to be done¹ to mankind; I need not remind you, that the age in which we live has given us² the noblest examples of this kind, and that science now finds its highest glory in improving the condition, or in allaying the miseries of humanity.

6. But there is one thing of which it is proper ever to remind you, — because the modesty of knowledge often leads us³ to forget it, — and that is, the power of scientific benevolence is far greater than that of all others to the welfare of society.* The benevolence of the opulent, however eminent it may be, perishes with themselves. The benevolence even of sovereigns is limited to the narrow boundary of human life, and not unfrequently is succeeded by different and discordant counsels. But the benevolence of knowledge is of a kind as extensive as the race of man, and as permanent as the existence of society.

7. He, in whatever situation he may be, who in the study of science has discovered a new means of alleviating pain, or of remedying disease, — who has described a wiser method of⁴ pre-

* What is the antecedent of "to"? Improve this sentence.

A. & P. Gr. — ¹865. ²823. 2. ³872. ⁴819.

C. S. Gr. — ¹Lesson 66. ²62, Obs. 2. ³66, R. 3.

venting poverty, or of shielding misfortune, — who has suggested additional means of increasing or improving the beneficent productions of nature, — has left a memorial of himself which can never be forgotten, — which will communicate happiness to ages yet unborn, — and which, in the emphatic language of Scripture, renders him a “fellow-worker” with God himself, in the improvement of His Creation.

8. The third* great end of all knowledge is the improvement and exaltation of our own minds. It was the voice of the apostle, — “What manner of men ought ye to be, to whom the truths of the Gospel have come?” — It¹ is the voice of nature also, — “What manner of men ought ye to be, to whom the treasures of wisdom are opened?” Of all the spectacles, indeed, which life can offer us, there is none more painful, or unnatural, than that of the union of vice with knowledge. It counteracts the great designs of God in the distribution of wisdom; and it assimilates men, not to the usual character of human frailty, but to those dark and malignant spirits who fell from heaven, and who excel in knowledge only that they may employ it in malevolence.

9. To the wise and virtuous man, on the contrary, — to him whose moral attainments have kept pace with his intellectual, and who has employed the great talent, with which he is intrusted, to the glory of God, and to the good of humanity, — is presented the sublimest prospect that mortality can know. “In my Father’s house,” says our Savior, “are many mansions,” — mansions, we may dare interpret,² fitted to the different virtues that life has acquired, and to the uses to which they have been applied.

* Prepare and write out an analytical outline of the three heads under which this subject is presented, after the model from Blair, page 192. Recast such sentences as are involved or obscure. Break up into shorter sentences, and make such changes in phraseology as this will involve.

A. & P. Gr. — ¹246. 2. ²877.

C. S. Gr. — ²Lesson 66, R. 5. .

EXERCISE IX.

251. Character of Washington.

1. The best evidence of reputation is a man's whole life. We have now, alas! all Washington's before us. There has scarcely appeared a really great man whose character has been more admired in his lifetime, or less correctly understood by his admirers. When it is comprehended, it is no easy task to delineate its excellences in such a manner as to give to the portrait both interest and resemblance; for it¹ requires thought and study to understand the true ground of the superiority of his character over * many others whom he resembled in the principles of action, and even in the manner of acting.

2. But perhaps he excels all the great men that ever lived in the steadiness of his adherence to his maxims of life, and in the conformity of all his conduct to the same maxims. These maxims, though wise, were yet not so remarkable for their wisdom as for their authority over his life; for if there were any errors in his judgment, we know of no blemishes in his virtue. He was the patriot without reproach; he loved his country well enough to hold his success in serving it as (83. 2 (a)) an ample recompense.²

3. Thus far self-love and love of country coincided (53. 2, Note); but when his country needed sacrifices that no other man could, or perhaps would, be willing to make, he did not even hesitate. This was virtue in its most exalted character. More than once he put his fame at hazard when he had reason to think³ it would be sacrificed, at least in this age.†

4. It is no less difficult to speak of his talents. They were adapted to lead, without dazzling mankind; and to draw forth and employ the talents of others, without being misled by them.

* To that of many others.

† This phrase is a little obscure in its connection. Recast the sentence, so as to bring out clearly the obvious meaning.

A. & P. Gr. — ¹246. 4. ²674. ³647.

C. S. Gr. — ¹Lesson 66.

In this he was certainly superior, that he neither mistook nor misapplied his own. His great modesty and reserve would have concealed them, if great occasions had not called them forth; and then, as he never spoke from the affectation to shine,¹ nor acted from any sinister motives, it is from their effects only that we are to judge of their greatness and extent.

5. His prudence was consummate, and seemed to take the direction of his powers and passions; for, as a soldier, he was more solicitous to avoid mistakes that would be fatal, than to perform exploits that were brilliant; and, as a statesman,* to adhere to just principles, however old, than to pursue novelties; and therefore, in both characters, his qualities were singularly adapted to the interest, and were tried in the greatest perils, of the country. His habits of inquiry were so far remarkable that he was never satisfied with investigating, nor desisted from it so long as he had less [light] than all the light (**153. 4**) he could obtain upon a subject; and then he made his decision without bias.

6. If he loved fame, he never made improper compliances for what is called popularity. The fame he enjoyed is of the kind that will last forever; yet it was rather the effect, than the motive of his conduct. Some future Plutarch will search for a parallel to his character. Epaminondas is, perhaps, the brightest name of all antiquity. Our Washington resembles him in the purity and ardor of his patriotism; and, like² him, he first exalted the glory of his country. — *Ames.*

* Supply "he was more solicitous."

A. & P. Gr. — ¹865. ²823. 3.

C. S. Gr. — ¹Lesson 66.

SELECTIONS IN POETRY.

252. In poetry the style is usually much more inverted than in prose. Among the most common inversions are the following: —

1. The adjective following its noun; as, —

“Love and his *sister* FAIR, the Soul.”

2. The verb preceding its subject; as, —

“Hence chiefly RISE the *storms* of life.”

3. The object preceding the verb on which it depends; as, —

“Soft PEACE she *brings* wherever she arrives.”

4. The adverb preceding subject and verb; as, —

“DOWN *comes* a *deluge* of sonorous hail.”

“SLOWLY and SADLY *we laid* him down.”

5. The attribute preceding the verb, in which case the subject generally follows it; as, —

“SWEET *was* the *sound* when oft at evening’s close.”

253. In composite sentences omissions of nouns and verbs are frequent, when they can be readily supplied from the sense.

254. Adjective forms are often used for adverbs, and the adjective as factitive object (**83.** 1) is more common than in prose. This last should not be mistaken for the former; as, —

Adverb.

“—— now the leaf

Incessant rustles from the mournful grove.”

Adjective.

“—— the bright effulgent sun

Looks gayly *fierce* through all the dazzling air.”

Transposition.

255. It will often be of value, before analyzing or parsing a sentence, to reduce it to the prose order, and to supply ellipses, that the grammatical dependence and construction of the several

parts, as well as the meaning of the author, may be more clearly perceived.

EXAMPLES.

1. "Love, and his sister fair, the Soul,
Twin-born, from heaven together came."

Love and his fair sister, the Soul, twin-born, came from heaven.

2. "Here rests his head upon the lap of earth,
A youth to fortune and to fame unknown."

A youth unknown to fortune and to fame here rests his head upon the lap of earth.

3. "Who lives to nature rarely can be poor;
Who lives to fancy never can be rich."

[He] who lives [according] to nature can rarely be poor;
[he] who lives [according] to fancy can never be rich.

* * * It will also be a profitable exercise to point out the different kinds of verse,¹ to scan the lines by dividing each into its appropriate feet, and mention such figures² of speech as may occur.

EXERCISE I.

256. *Select Sentences.*

CHARITY.

1. Soft peace she brings wherever she arrives;
She builds our quiet as she forms our lives,
Lays the rough path of peevish nature even,³
And opens in each breast a little heaven.

LOVE OF PRAISE.

2. The love of praise, howe'er concealed by art,
Reigns more or less and glows in every heart;
The proud to gain it, toils on toils endure,
The modest shun it but to make⁴ it sure.

A. & P. Gr. — ¹1059, *et seq.* ²1039. ³547. ⁴882.

C. S. Gr. ³Lesson 66, Sp. R. 6.

BEAUTY OF EXPRESSION.

3. Thy words had such a melting flow,
And spoke of truth so sweetly well,
They dropped like heaven's serenest snow,
And all was brightness where they fell.

MAN AND WOMAN.

4. Man is the rugged lofty pine,¹
That frowns o'er many a wave-beat shore;
Woman's the slender, graceful vine,
Whose curling tendrils round it twine,
And deck its rough bark sweetly o'er.

VIRTUOUS ACTIVITY.

5. Seize, mortals! seize the transient hour;
Improve each moment as it flies:
Life's a short summer — man a flower;
He dies — alas! — how soon he dies!

THE SOURCE OF HAPPINESS.

6. Reason's whole pleasure, all the joys of sense,
Lie in three words — health, peace, and competence.
But health consists with temperance alone;
And peace, O virtue! peace is all thy own.²

BLISS OF CELESTIAL ORIGIN.

7. Restless mortals toil for naught;
Bliss in vain from earth is sought;
Bliss, a native of the sky,
Never wanders. Mortals, try;
There you can not seek in vain;
For to seek³ her is to gain.

A. & P. Gr. — ¹1046. 3. ²252. ³869.

C. S. Gr. — ³Lesson 66, Sp. R. 1.

THE PASSIONS.

8. The Passions are a numerous crowd,
Imperious, positive, and loud.
Curb these licentious sons of strife;
Hence chiefly rise the storms of life;
If they grow mutinous, and rave,
They are thy masters, thou their slave.

EPITAPH.

9. How loved, how valued once, avails* thee not:
To whom †related, or by whom begot;
A heap of dust alone remains of thee;
'Tis all thou art, and all the proud shall be.

DUM VIVIMUS VIVAMUS.

10. "Live while¹ (127) you live," the epicure would say, ‡
"And seize the pleasures of the present day."
"Live while you live," the sacred preacher cries,
"And give to God each moment as it flies."
Lord! in my view, let both united be;
I live in pleasure when¹ (127) I live to thee!

CONFIDENCE IN DIVINE PROTECTION.

11. Man may trouble and distress me, —
'Twill but drive me to thy breast;
Life with trials hard may press me, —
Heaven will bring me sweeter rest.
O, 'tis² not in grief to harm me,
While thy love is left to me;
O, 'twere³ not in joy to charm me
Were that joy unmixed with Thee.

* What "avails"?

† Supply "thou art."

‡ What is the object of "say"?

A. & P. Gr. —¹644. ²246. 4. ³490.C. S. Gr. —¹Lesson 47.

EXERCISE II.

257. Select Paragraphs.

MUSIC.

1. Deep* as the murmurs of the falling floods,
 Sweet* as the warbles of the vocal woods :
 The listening passions hear, and sink, and rise,
 As the rich harmony or¹ swells or dies !
 The pulse of avarice forgets to move ;
 A purer rapture fills the breast of love ;
 Devotion lifts to heaven a holier eye,
 And bleeding Pity heaves a softer sigh.

SPRING.†

2. From the moist meadow to the withered hill,
 Led by the breeze, the vivid verdure runs,
 And swells, and deepens ; to the cherished ey
 The hawthorn whitens ; and the juicy groves
 Put forth their buds, unfolding by degrees,
 Till the whole leafy forest stands displayed,
 In full luxuriance, to the sighing gales.

SUMMER.

3. The bright (254) effulgent sun,
 Rising direct, swift chases from the sky
 The short-lived twilight, and with ardent blaze
 Looks gayly fierce² through all the dazzling air :
 He mounts his throne ; but kind before him sends —
 Issuing from out the portals of the morn —
 The genial breeze, to mitigate his fire,
 And breathe refreshment on a fainting world.

* What do "deep" and "sweet" limit ?

† Arrange the members and elements of this sentence as shown in the models, pp. 56-64.

AUTUMN.

4. Now the leaf
 Incessant rustles from the mournful grove,
 Oft startling such as, studious, walk below,
 And slowly circles through the waving air.
 Fled is the blasted verdure of the fields,
 And, shrunk into their beds, the flowery race
 Their sunny robes resign. E'en what remained
 Of stronger fruits falls from the naked tree;
 And woods, fields, gardens, orchards, all around —
 The desolated prospect¹ thrills the soul.

WINTER.

5. The horizontal sun,
 Broad² o'er the south, hangs at his utmost noon,
 And, ineffectual, strikes the gelid cliff:
 His azure gloss the mountain still maintains,
 Nor feels the feeble touch. Perhaps the vale
 Relents a while to the reflected ray;
 Or from the forest falls the clustered snow,
 Myriads¹ of gems, that in the waving gleam,
 Gay twinkle as they scatter. Thick around
 Thunders the sport of those, who, with the gun
 And dog impatient, bounding at the shot,
 Worse than the Season desolate the fields.

SUNRISE.

6. But yonder comes the powerful king of day,
 Rejoicing in the east. The lessening cloud,
 The kindling azure, and the mountain's brow,
 Illumed with fluid gold, his near approach
 Betoken glad. Lo, now, apparent all,
 Aslant the dew-bright earth, and colored air,
 He looks in boundless majesty abroad,

And sheds the shining day, that, burnished, plays
On rocks, and hills, and towers, and wandering streams,
High gleaming from afar.

REPUTATION.

7. Good name in man and woman
Is the immediate jewel of their souls :
Who ¹ steals my purse steals trash ; 'tis something, nothing ;
'Twas mine, 'tis his, and has been slave to thousands ;
But he that filches from me my good name,
Robs me of that which not enriches him,
And makes me poor indeed.

EVENING SOUNDS.

8. Sweet was the sound, when oft, at evening's close,
Up yonder hill the village murmur rose ;
There as I passed with careless step and slow,
The mingling notes came softened from below ;
The swain responsive as the milkmaid sung,
The sober herd that lowed to meet their young,
The noisy geese that gabbled o'er the pool,
The playful children just let loose from school,
The watch-dog's voice that bayed the whispering wind,
And the loud laugh that spoke the vacant mind, —
These all in soft confusion sought the shade,
And filled each pause the nightingale had made.

MORNING SOUNDS.

9. Up springs the lark,
Shrill-voiced, and loud, the messenger of morn ;
Ere yet the shadows fly, he mounted sings
Amid the dawning clouds, and from their haunts
Calls up the tuneful nation.
The blackbird whistles from the thorny brake ;
The mellow bullfinch answers from the grove ;

Nor are the linnets, o'er the flowering furze
 Poured out profusely, silent. Joined to these,
 Innumeros¹ songsters, in the freshening shade
 Of new-sprung leaves, their modulation mix
 Mellifluous. The jay, the rook, the daw,
 And each harsh pipe, discordant heard alone,
 Aid the full concert; while the stock-dove breathes
 A melancholy murmur through the whole.

EXERCISE III.

258. *The Union.*

Thou, too, sail on, O Ship of State!
 Sail on, O Union, strong and great!
 Humanity with all its fears,
 With all the hopes of future years,
 Is hanging breathless² on thy fate!
 We know what Master laid thy keel,³
 What Workmen wrought thy ribs of steel,
 Who made each mast, and sail, and rope,
 What anvils rang, what hammers beat,
 In what a⁴ forge and what a heat
 Were shaped the anchors of thy hope!
 Fear not each sudden sound and shock;
 'Tis of the wave and not the rock;
 'Tis but the flapping of the sail,
 And not a rent made by the gale!
 In spite of rock and tempest's roar,
 In spite of false lights on the shore,
 Sail on, nor fear to breast the sea!
 Our hearts, our hopes, are all with thee;
 Our hearts, our hopes, our prayers, our tears,
 Our faith triumphant o'er our fears,
 Are all with thee, — are all with thee! — *Longfellow.*

A. & P. Gr. — ¹1048. 1. ²705. 3. ³284. ⁴727.

C. S. Gr. — ³Page 32, top.

EXERCISE IV.

259. *Early Recollections.*

Be¹ it weakness, it deserves some praise, —
 We love the play-place of our early days;
 The scene is touching, and the heart is stone
 That feels not at the sight, and feels at none.*
 The wall † on which we tried our graving skill,
 The very name we carved subsisting still;
 The bench on which we sat while deep employed,
 Though mangled, hacked, and hewed, not yet destrcyed;
 The little ones, unbuttoned, glowing hot,
 Playing our games, and on the very spot,
 As happy as we once, to² kneel and draw
 The chalky ring, and knuckle down at taw, ‡
 To pitch the ball into the grounded hat,
 Or drive it devious with a dexterous pat;
 The pleasing spectacle at once excites
 Such recollection of our own delights,
 That, viewing it, we seem almost t' obtain
 Our innocent, sweet, simple years again.
 This fond attachment to the well-known place,
 Whence first we started into life's long race,
 Maintains its hold with such unfailing sway, §
 We feel it e'en in age, and at our latest day. — *Cowper.*

EXERCISE V.

260. *Flowers the Gift of Divine Benignity.*

Yes, there shall still be joy
 Where God hath poured forth beauty; and the voice
 Of human love shall still be heard in praise

* It would feel at none.

† Supply "we think of."

‡ *i. e.* marbles.

§ Supply "that."

A. P. & Gr. — ¹390. ²865.

C. S. Gr. — ²Lesson 66.

Over his glorious gifts. O Father, Lord!
 The All-beneficent! I bless thy name,
 That * thou hast mantled the green earth with flowers,
 Linking our hearts to nature! By the love
 Of their wild blossoms, our young footsteps first
 Into her deep recesses are beguiled —
 Her minster cells, — dark glen and forest bower:
 Where, thrilling with its earliest sense of thee,
 Amidst the low, religious whisperings,
 And shivery leaf-sounds of the solitude,
 The spirit wakes to ¹ worship, and is made
 Thy living temple. By the breath of flowers
 Thou callest us from city throngs and cares
 Back to the woods, the birds, the mountain streams,
 That sing of thee! — back to free childhood's heart,
 Fresh with the dews of tenderness! — Thou bidd'st
 The lilies of the field with placid smile
 Reprove man's feverish heartstrings, and infuse
 Through his worn soul a more unworldly life,
 With their soft, holy breath. Thou hast not left
 His purer nature, with its fine desires,
 Uncared † for ² in this universe of thine! —
 The glowing rose attests it, the beloved
 Of poet hearts, — touched by their fervent dreams
 With spiritual light, and made a source
 Of heaven-ascending thoughts. E'en to faint age
 Thou lend'st the vernal bliss: The old man's eye
 Falls on the kindling blossoms, and his soul
 Remembers youth and love, and hopefully
 Turns unto thee, who call'st earth's buried germs
 From dust to splendor; as the mortal seed
 Shall, at thy summons, from the grave spring up
 To ³ put on glory, — to be girt with power,

* = "because."

† Uncared for = not cared for.

A. & P. Gr. — ¹ 882. ² 550; 375. 1. ³ 882.

C. S. Gr. — ¹ Lesson 66, Sp. R. 6. ² 16, Obs. 3. ³ 66, Sp. R. 6.

And filled with immortality. Receive
 Thanks, blessings, love, for these thy lavish boons,
 And, most of all, their¹ heavenward influences,
 O Thou that gav'st us flowers! — *Hemans*.

EXERCISE VI.

261. *To the Ocean.**

Hail, glorious Ocean! In thy calm repose
 Majestic like a king. The emerald isles
 Sleep on thy breast, as though with matron care
 Thou in a robe of light didst cradle them,
 Hushing the gales that might disturb their rest.
 Those chastened waves² that in rotation throng
 To kiss the chain of sand, methinks³ they seem
 Like pensive teachers (*121. 2*), or like eloquent types
 Of the brief tenure of terrestrial joy.
 Though roused to sudden anger, thou dost change
 Thy countenance, and, armed with terror, toss
 Man's floating castles to the fiery skies,
 Yet still thou art his friend. Thy mystic spell
 Looseneth the tie of kindred, lures⁴ his feet
 From earth's green pastures to the slippery shrouds,
 Weans his bold spirit from the parent hearth,
 Till by the rough and perilous baptism bronzed,
 Thou art his priest, his home.

With toil and change

Creation labors. Streams their beds forsake —
 Strong mountains molder — the eternal hills
 Leap from their firm foundations — planets fall;
 But age thy fearful forehead furroweth not.
 Earth's bosom bleeds beneath her warring sons, —
 The tempest scathes her with a foot of flame,

* Translate this piece into prose, enlarging where necessary to bring out the sense.

A. & P. Gr. — ¹823. 1. ²775. ³521. ⁴956.

C. S. Gr. — ²Lesson 57, Sp. R. 4. ³Page 74, top.

And her bloom withers ; but what eye may trace
 Where haughtiest navies poured their hostile wrath
 Into thy breast, or the storm-spirit dashed
 Thy salt tears to the sky? What hand hath reared
 Upon thy ever-heaving pedestal
 One monumental fane to those who sleep
 Within thy cloistered chambers? Myriads there,
 Wrapped in the tangled sea-fan's gorgeous shroud,
 On thy pearl pavements find their sepulchre.
 Earth strictly questioned* for those absent ones —
 Her beautiful, her brave, her innocent ;
 But thou, in thy unyielding silence, gave
 No tidings of them, and, despotic, bade
 Beauty and death, like rival kings, divide
 Thy secret realm.

Mysterious deep, farewell !

I turn from thy companionship. But lo !
 Thy voice doth follow me. 'Midst lonely bower,
 Or twilight dream, or wakeful couch, I hear
 That solemn and reverberated hymn
 From thy deep organ, which doth speak God's praise
 In thunder, night and day.

Still by my side

Even as a dim¹ seen spirit deign to walk,
 Prompter of holy thoughts and type of Him,
 Sleepless, immutable, omnipotent. — *Sigourney*.

EXERCISE VII.

262. *Description of a Storm.*†

Behold,² slow-settling o'er the lurid grove,
 Unusual darkness broods, and, growing, gains

* Questioned = inquired.

† Transpose before parsing. Write out a literal and also an enlarged translation in prose.

A. & P. Gr. — ¹ 1044. 4. ² 558.

C. S. Gr. — ¹ Lesson 69, Sp. R. 1.

The full possession of the sky, surcharged
 With wrathful vapor, from the secret beds,
 Where sleep the mineral generations, drawn (156. 4).
 Thence niter, sulphur, and the fiery spume
 Of fat bitumen, steaming on the day,
 With various-tinctured trains of latent flame,
 Pollute the sky, and in yon¹ baleful cloud
 A reddening gloom,² a magazine of fate,
 Ferment; till, by the touch ethereal roused,
 The dash of clouds, or irritating war
 Of fighting winds, while all is calm below
 They furious³ spring. A boding silence reigns,
 Dread through the dun expanse; save⁴ the dull sound
 That from the mountain, previous to the storm,
 Rolls o'er the muttering earth, disturbs the flood,
 And shakes the forest-leaf without a breath.
 Prone, to the lowest vale the aerial tribes
 Descend: the tempest-loving raven scarce
 Dares wing the dubious dusk. In rueful gaze
 The cattle stand, and on the scowling heavens
 Cast a deploring eye, by man forsook,
 Who to the crowded cottage hies him⁵ fast,
 Or seeks the shelter of the downward cave.
 'Tis listening fear and dumb amazement all,
 When to the startled eye the sudden glance
 Appears far south, eruptive through the cloud;
 And following slower, in explosion vast
 The Thunder raises his tremendous voice.
 At first, heard⁶ solemn o'er the verge of heaven,
 The tempest growls; but as it nearer comes,
 And rolls its awful burden on the wind,
 The lightnings⁷ flash a larger curve, and more
 The noise astounds: till overhead a sheet

A. & P. Gr. — ¹303. ²368. ³1044. 4. ⁴547. ⁵1048. 1. ⁶705. 3.
⁷1048. 7.

C. S. Gr. — ²Lesson 51.

Of livid flame discloses wide, then shuts
 And opens wider, shuts and opens still
 Expansive, wrapping ether in a blaze.
 Follows the loosened aggravated roar,
 Enlarging, deepening, mingling, peal on peal
 Crushed horrible, convulsing heaven and earth.

Down comes a deluge of sonorous hail,
 Or prone-descending rain. Wide rent, the clouds
 Pour a whole flood; and yet, its flame¹ unquenched,
 The unconquerable lightning struggles through,
 Rugged and fierce, or in red whirling balls,
 And fires the mountains with redoubled rage.
 Black from the stroke, above, the smouldering pine
 Stands a sad shattered trunk; and, stretched below,
 A lifeless group² the blasted cattle lie:
 Here the soft flocks, with that same harmless look
 They wore* alive, and ruminating still
 In fancy's eye; and there the frowning bull,
 And ox half raised. Struck on the castled cliff,
 The venerable tower and spiry fane
 Resign their aged pride. The gloomy woods
 Start at the flash, and from their deep recess,
 Wide flaming out, their trembling inmates shake.

—*Thomson.*

EXERCISE VIII.

263. *Ode to Peace.*

Come, peace of mind, delightful guest!
 Return, and make thy downy nest
 Once more in this sad heart;
 Nor³ riches I, nor power pursue,
 Nor hold forbidden joys in view;
 We therefore need not part.

* Supply "when they were."

A. & P. Gr. — ¹771. ²796. ³1048.6.

C. S. Gr. — ²Lesson 66.

Where wilt thou dwell, if not with me,
 From avarice and ambition free,
 And pleasure's fatal wiles;
 For whom, alas! dost thou prepare
 The sweets that I was wont* to share,
 The banquet of thy smiles?

The great,¹ the gay, shall they partake
 The heaven that thou alone canst make?
 And wilt thou quit the stream,
 That murmurs through the dewy mead,
 The grove and the sequestered shade,
 To be² a guest with them?

For thee I panted, thee I prized,
 For thee I gladly sacrificed
 Whate'er I loved before;
 And shall I see thee start away,
 And helpless, hopeless, hear thee say —
 Farewell, we meet no more? — *Cowper*.

EXERCISE IX.

264. *The Ruins.*

I've seen, in twilight's pensive hour,
 The moss-clad dome, the moldering tower,
 In awful ruin stand;³ —
 That dome where grateful voices sung,
 That tower, whose chiming music rung
 Majestically grand!

I've seen, 'mid sculptured pride, the tomb
 Where heroes slept in silent gloom,

* "Wont," a part. of an obsolete verb. See *Webster's Dictionary*.

A. & P. Gr. — ¹775. ²882. ³877.

C. S. Gr. — ¹Lesson 57, Sp. R. 4. ²66, Sp. R. 6. ³66, Sp. R. 5.

Unconscious of their fame ; —
 Those who, with laureled honors crowned
 Among their foes spread terror round,
 And gained — an empty name !

I've seen, in death's dark palace laid,
 The ruins of a beauteous maid,
 Cadaverous and pale !
 That maiden who, while life remained,
 O'er rival charms in triumph reigned,
 The mistress ¹ of the vale.

I've seen, where dungeon's damp's abide,
 A youth, admired in manhood's pride,
 In morbid fancy rave ;
 He ² who, in reason's happier day,
 Was virtuous, witty, nobly gay,
 Learned, generous, and brave.

Nor dome, nor tower in twilight shade,
 Nor hero fallen, nor beauteous maid,
 To ruin all consigned —
 Can ³ with such pathos touch my breast,
 As (on the maniac's form impressed)
 The ruins of the MIND ! ⁴ — *Osborne.*

EXERCISE X.

265. *Summer Morning.*

Sweet ⁵ the beams of rosy morning,
 Silent chasing gloom away,
 Lovely tints the sky adorning,
 Harbingers of opening day !

A. & P. Gr. — ¹ 797. ² 1048. ⁴ (" him "). ³ 785. ⁴ 355. ⁵ 1048. 2.
 C. S. Gr. — ³ Lesson 59, Sp. R. 3.

See the king of day appearing,
Slow his progress and serene;
Soon I feel the influence cheering
Of this grand and lovely scene!

Lovely songsters join their voices,
Harmony the groves pervades;
All in nature now rejoices,
Light and joy succeed the shades;
Stars withdraw, and man arises,
To his labor cheerful goes;
Day's returning blessings prizes,
And in praise his pleasure shows.

May each morn, that in succession
Adds new mercies ever flowing,
Leave a strong and deep impression
Of my debt, forever growing;
Debt¹ of love, ah! how increasing!
Days and years fresh blessings bring,
But my praise shall flow unceasing,
And my Maker's love I'll sing!

EXERCISE XI.

266. The Land of Dreams.

A mighty realm is the Land of Dreams,
With steepes that hang in the twilight sky,
And weltering oceans and trailing streams,
That gleam where the dusky valleys lie.

But over its shadowy border flow
Sweet rays from the world of endless morn,
And the nearer mountains catch the glow,
And flowers in the nearer fields are born.

A. & P. Gr. — ¹774.

C. S. Gr. — ¹ Lesson 57, Sp. R. 3.

The souls of the happy dead repair,
From their bowers of light, to that bordering land,
And walk in the fainter glory there,
With the souls of the living, hand in hand.

One calm, sweet smile,¹ in that shadowy sphere,
From eyes that open on earth no more, —
One warning word¹ from a voice once dear, —
How they rise in the memory o'er and o'er!

Far off from those hills that shine with day,
And fields that bloom in the heavenly gales,
The Land of Dreams goes stretching (**156. 4**) away
To dimmer mountains and darker vales.

There lie the chambers of guilty delight,
There walk the specters of guilty fear,
And soft, low voices, that float through the night,
Are whispering sin in the helpless ear.

Dear maid, in thy girlhood's opening flower,
Scarce weaned from the love of childish play!
The tears on whose cheek are but the shower
That freshens and blooms in early May! —

Thine eyes are closed, and over thy brow
Pass thoughtful shadows and joyous gleams,
And I know, by thy moving lips, that now
Thy spirit strays in the Land of Dreams.

Light-hearted maiden, oh, heed thy feet!
Keep where that beam of Paradise falls:
And only wander where thou may'st meet
The blessed ones from its shining walls.

So shalt thou come from the Land of Dreams,
With love and peace to this world of strife;
And the light that over that border streams
Shall lie on the path of thy daily life. — *Bryant.*

EXERCISE XII.

267. *The Rainbow.*

The evening was glorious, and light through the trees,
Played in sunshine the rain-drops, the birds and the breeze :
The landscape outstretching in loveliness lay
On the lap of the year, in the beauty of May.
For the bright queen of spring, as she passed down the vale,
Left her robe on the trees, and her breath on the gale ;
And the smile of her promise gave joy to the hours,
And fresh in her footsteps sprang herbage and flowers.
The sky, like a banner in sunset unrolled,
O'er the west threw her splendor of azure and gold ;
But one cloud at a distance rose dense, and increased,
Till its margin of black touched the zenith and east.
We gazed on these scenes, while around us they glowed,
When a vision of beauty appeared on the cloud ;
'Twas not like the sun, as at midday we view,
Nor the moon, that rolls lightly through starlight and blue :
Like a spirit it came in the van of the storm,
And the eye and the heart hailed its beautiful form ;
For it looked not severe, like an angel of wrath,
But its garments of brightness illumed its dark path.
In the hues of its grandeur sublimely it stood,
O'er the river, the village, the field, and the wood ;
And river, field, village, and woodland grew bright,
As conscious they gave and afforded delight.

'Twas the bow of Omnipotence, bent in his hand,
Whose grasp, at creation, the universe spanned ;
'Twas the presence of God in a symbol sublime,
His vow from the flood to the exile of time ; —

Not dreadful, as when in a whirlwind he pleads,
 When storms are his chariot, and lightning his steeds, —
 The black cloud of vengeance* his banner unfurled,
 And thunder* his voice to a guilt-stricken world, —
 In the breath of his presence, when thousands expire,
 And seas boil with fury, and rocks burn with fire,
 And the sword and the plague-spot with death strew the plain,
 And vultures and wolves are the graves of the slain :

Not such was that rainbow, that beautiful one,
 Whose arch was refraction, its key-stone, the sun ;
 † A pavilion it seemed with a deity graced,
 And justice and mercy met there and embraced.
 A while, and it sweetly bent over the gloom,
 Like love o'er a death-couch, or hope o'er the tomb ;
 Then left the dark scene, whence it slowly retired,
 As † love had just vanished, or hope had expired.

I gazed not alone on that source of my song ; —
 To all who beheld it these verses belong ;
 Its presence to all was the path of the Lord !
 Each full heart expanded, grew warm and adored.
 Like a visit, the converse of friends, or a day,
 That bow from my sight passed forever away ;
 Like that visit, that converse, that day, to my heart,
 That bow from remembrance can never depart.
 'Tis a picture in memory, distinctly defined,
 With the strong and imperishing colors of mind ;
 A part of my being beyond my control,
 Beheld on that cloud, and transcribed on my soul. — *Campbell.*

EXERCISE XIII.

268. *Hope triumphant in Death.*

Unfading hope ! when life's last embers burn,
 When soul to soul and dust to dust return (53, 2, Note),

* Supply "is."

† Supply "if."

Heaven to thy charge resigns the awful hour,
O, then thy kingdom come! immortal Power!
What though each spark of earth-born rapture fly*
The quivering lip, pale cheek, and closing eye!
Bright to the soul thy seraph hands convey
The morning dream of life's eternal day:—
Then, then, the triumph of the trance begin!
And all thy Phœnix spirit burns within.

O, deep-enchancing prelude to repose,
The dawn of bliss, the twilight of our woes—
Yet half I hear the parting spirit sigh,
It is a dread and awful thing to die!
Mysterious worlds, untraveled by the sun,
Where Time's far-wandering tide has never run!
From your unfathomed shades, and viewless spheres,
A warning comes, unheard by other ears:—

'Tis Heaven's commanding trumpet long and loud,
Like Sinai's thunder, pealing from the cloud!
While Nature hears with terror-mingled trust
The shock that hurls her fabric to the dust;
And, like the trembling Hebrew when he trod
The roaring waves, and called upon his God,
With mortal terrors clouds immortal bliss,
And shrieks, and hovers o'er the dark abyss!

Daughter of Faith, awake, arise, illume
The dread unknown, the chaos of the tomb!
Melt and dispel, ye specter-doubts, that roll
Cimmerian darkness on the parting soul!
Fly, like the moon-eyed herald of dismay,
Chased on his night-steed by the star of day!
The strife is o'er—the pangs of Nature close,
And life's last rapture triumphs o'er his woes.

* Supply "from."

Hark! as the spirit eyes with eagle gaze
 The noon of Heaven, undazzled by the blaze,
 On heavenly winds that waft her to the sky,
 Float the sweet tones of star-born melody;
 Wild as that hallowed anthem sent to hail
 Bethlehem's shepherds in the lonely vale,
 When Jordan hushed his waves, and midnight still
 Watched on the holy towers of Zion's hill.

Soul of the just! companion of the dead,
 Where is thy home, and whither art thou fled?
 Back to thy heavenly source thy being goes,
 Swift as the comet wheels to¹ whence he rose;
 Doomed on his airy path a while to burn,
 And doomed, like thee, to travel, and return —
 Hark! from the world's exploding center driven,
 With sounds that shock the firmament of Heaven,
 Careers the fiery giant, fast and far,
 On bickering wheels, and adamantine car.

From planet whirled² to planet more remote,
 He visits realms beyond the reach of thought;
 But, wheeling homeward when his course is run,
 Curbs the red yoke, and mingles with the sun. —
 So hath the traveler of earth unfurled
 Her trembling wings, emerging from the world;
 And o'er the path by mortal never trod,
 Sprung to her source, the bosom of her God. — *Campbell.*

EXERCISE XIV.

269. *The Hermit.*

At the close of the day, when the hamlet is still,
 And mortals the sweets of forgetfulness prove;
 When naught but the torrent³ is heard on the hill,
 And naught but the nightingale's song³ in the grove;

A. & P. Gr. — ¹824. Supply "the place." ²650. ³818.

C. S. Gr. — ²Lesson 47. ³62, R. XI.

'Twas thus by the cave of the mountain afar,
 While his harp rung symphonious, a hermit began;
 No more with himself or with nature at war,
 He thought as a sage,* though he felt as a man.*

“Ah! why, all¹ abandoned to darkness and woe,
 Why, lone Philomela, that languishing fall?
 For spring shall return, and a lover bestow,
 And sorrow no longer thy bosom inthrall.²
 But if pity inspire thee, renew the sad lay;
 Mourn, sweetest complainer; man calls thee to mourn:
 O, soothe him whose pleasures like thine pass away:
 Full quickly they pass — but they never return.

“Now gliding remote, on the verge of the sky,
 The moon half extinguished her crescent displays;
 But lately I marked, when majestic on high
 She shone, and the planets were lost in her blaze.
 Roll on, thou fair orb, and with gladness pursue
 The path that conducts thee to splendor again;
 But man's faded glory what change shall renew?
 Ah, fool! to³ exult in a glory so vain!

“'Tis night, and the landscape is lovely no more:
 I mourn, but, ye woodlands, I mourn not for you;
 For morn is approaching, your charms to restore,⁴
 Perfumed with fresh fragrance, and glittering with dew.
 Nor yet for the ravage of winter I mourn;
 Kind nature the embryo blossom will save;
 But when shall spring visit the moldering urn?
 O, when shall day dawn on the night of the grave?

“'Twas thus by the glare of false science betrayed,
 That leads to bewilder,⁴ and dazzles to blind;
 My thoughts wont † to roam from shade onward to shade,
 Destruction⁵ before me, and sorrow behind.

* Supply “thinks” — “feels.” † “Wont” = “were accustomed.”

A. & P. Gr. — ¹922. ²958. ³885. ⁴882. ⁵771.

C. S. Gr. — ²Lesson 70, Obs. 5. ³69, R. XVIII. ⁴66, Sp. R. 6.

'O pity, great Father of Light,' then I cried,
 'Thy creature who fain would not wander from thee;
 Lo, humbled in dust, I relinquish my pride;
 From doubt and from darkness thou only canst free.'

"And darkness and doubt are now flying away;
 No longer I roam in conjecture forlorn:
 So breaks on the traveler, faint and astray,
 The bright and the balmy effulgence of morn.
 See truth, love, and mercy, in triumph descending,
 And nature all glowing in Eden's first bloom!
 On the cold cheek of Death smiles and roses are blending,
 And beauty immortal awakes from the tomb." — *Beattie*.

EXERCISE XV.

270. On Procrastination.

Be wise to-day; 'tis madness to defer:
 Next day the fatal precedent will plead;
 Thus* on, till wisdom is pushed out of life.
 Procrastination is the thief of time;
 Year after year it steals, till all are fled,
 And to the mercies of a moment leaves
 The vast concerns of an eternal scene.
 All promise is poor dilatory man;
 And† that through every stage. When young, indeed
 In full content we sometimes nobly rest,
 Unanxious for ourselves, and only wish,
 As duteous sons, our fathers were¹ more wise.
 At thirty, man suspects himself a² fool (83, 1);
 Knows it³ at forty, and reforms his plans;
 At fifty, chides his infamous delay;
 Pushes his prudent purpose to resolve;
 In all the magnanimity of thought,

* Supply "things will go."

† Supply "he is."

A. & P. Gr. — ¹490. ²887. ³246. 1.

Resolves, and re-resolves, then dies the same.
 And why? Because he thinks himself immortal.
 All men think all men mortal but themselves;
 Themselves,* when some alarming shock of fate
 Strikes through their wounded hearts the sudden dread;
 But their hearts wounded, like the wounded air,
 Soon close; where passed the shaft, no trace is found.
 As from the wing no scar the sky retains,
 The parted wave † no furrow from the keel;
 So dies in human hearts the thought of death.
 Even with the tender tear which Nature sheds
 O'er those we love, we drop it ‡ in their grave. — *Young*.

EXERCISE XVI.

271. *The Road to Happiness open to all Men.*

Oh Happiness! our being's end and aim!
 Good, pleasure, ease, content! whate'er thy name:
 That something still which prompts th' eternal sigh,
 For which we bear to live, or dare to die;
 Which still so near us, yet beyond us lies,
 O'erlooked, seen double, by the fool and wise.
 Plant of celestial seed! if dropped below,
 Say, in what mortal soil thou deign'st to grow?
 Fair opening to some court's propitious shine, §
 Or deep with diamonds in the flaming mine?
 Twined with the wreaths Parnassian¹ laurels yield,
 Or reaped in iron harvest of the field?
 Where grows? — Where grows it not? If vain our toil,
 We ought to blame the culture, not the soil:
 Fixed to no spot is happiness sincere;
 'Tis nowhere to be found, or everywhere:

* What governs "themselves"?

† Supply "retains."

‡ What does "it" personate?

§ Supply ellipsis.

'Tis never to be bought, but always free,
 And,* fled from monarchs, St. John! dwells with thee.
 Ask of the learn'd the way. The learn'd are blind;
 This bids to serve and that to shun mankind:
 Some place the bliss in action, some in ease;
 Those call it pleasure, and contentment these:¹
 Some, sunk to beasts, find pleasure end in pain;
 Some, swelled to gods, confess e'en virtue vain:¹
 Or, indolent, to each extreme they fall,
 To trust in everything, or doubt of all.

Who thus define it, say they more or less
 Than this, that² happiness is happiness?

Take Nature's path, and mad opinions leave;
 All states can reach it, and all heads conceive;
 Obvious her goods, in no extreme they dwell;
 There needs³ but thinking right and meaning well;
 And† mourn our various portions as we please,
 Equal is common sense and common ease.

Remember, man, "the Universal Cause
 Acts not by partial, but by general laws,"
 And makes what happiness we justly call
 Subsist⁴ not in the good of one, but all. — *Pope*.

EXERCISE XVII.

272. *Hymn on a Review of the Seasons.*

These, as they change, Almighty Father! these
 Are but the varied God. The rolling year
 Is full of thee. Forth in the pleasing spring
 Thy beauty walks, thy tenderness and love.
 Wide flush the fields; the softening air is balm;
 Echo the mountains round; the forest smiles,
 And every sense, and every heart, is joy.

* Supply "having."

† Supply "though we."

A. & P. Gr. — ¹692. ²670. ³1048. 1. ⁴877.

C. S. Gr. — ¹Lesson 52, Obs. 6. ⁴66, Sp. R. 5.

Then comes thy glory in the summer months,
 With light and heat refulgent. Then thy sun
 Shoots full perfection through the swelling year,
 And oft thy voice in dreadful thunder speaks;
 And oft at dawn, deep noon, or falling eve,
 By brooks, and groves, in hollow-whispering gales.
 Thy bounty shines in autumn unconfined,
 And spreads a common feast for all* that lives.
 In winter, awful Thou! with clouds and storms
 Around thee thrown, tempest o'er tempest rolled,
 Majestic darkness!¹ On the whirlwind's wing
 Riding sublime, Thou bidd'st the world adore,
 And humblest nature with thy northern blast.

Mysterious round!¹ what skill, what force divine,
 Deep felt, in these appear; † a simple train,
 Yet so delightful mixed, with such kind art,
 Such beauty and beneficence combined;
 Shade, unperceived, so softening into shade,
 And all so forming an harmonious whole,
 That as they still succeed, they ravish still.
 But wandering oft, with brute, unconscious gaze,
 Man marks not Thee, marks not the mighty hand
 That, ever busy, wheels the silent spheres;
 Works in the secret deep; shoots, steaming, thence,
 The fair profusion that o'erspreads the spring;
 Flings from the sun direct the flaming day;
 Feeds every creature; hurls the tempest forth;
 And, as on earth this grateful change revolves,
 With transport touches all the springs of life.

Nature, attend! join every living soul,
 Beneath the spacious temple of the sky,
 In adoration join, and, ardent raise
 One general song! —————

* "All" = "everything." † Supply "here we see," or the like.

A. P. & Gr. — ¹774.

C. S. Gr. — ¹Lesson 57, Sp. R. 3.

Ye, chief,* for whom the whole creation smiles,
At once the head,† the heart, and tongue of all,
Crown the great hymn! —————

For me, when I forget the darling theme,
Whether the blossom blows, the summer ray
Russets the plain, inspiring autumn gleams,
Or winter rises in the blackening east;
Be ‡ my tongue mute, my fancy paint no more,
And, dead to joy, forget my heart to beat!

Should¹ fate command me to the farthest verge
Of the green earth, to distant barbarous climes,
Rivers unknown to song — where first the sun
Gilds Indian mountains, or his setting beam
Flames on the Atlantic isles — 'tis nought to me:
Since God is ever present, ever felt,
In the void waste § as in the city full;
And where HE vital spreads there must be joy.
When even at last the solemn hour shall come,
And wing my mystic flight to future worlds,
I, cheerful, will obey; there, with new powers,
Will rising wonders sing: I cannot go
Where UNIVERSAL LOVE not smiles around,
Sustaining all yon orbs, and all their sons:
From seeming evil still educing good,
And better thence again, and better still,
In infinite progression. — But I lose
Myself in HIM, in light ineffable!
Come, then, expressive silence, muse his praise.

—*Thomson.*

* "Chief" = "chiefly" (158. 1).

† "Head," 2d person.

‡ Arrange "Let my tongue be," etc.

§ [as much] as.

EXERCISE XVIII.

273. *The Order of Nature.*

See, through this air, this ocean, and this earth,
 All matter quick, and bursting into birth.
 Above, how high progressive life may go!
 Around, how wide! how deep extend below!
 Vast chain¹ of being, which from God began,
 Nature ethereal, human — angel, man —
 Beast, bird, fish, insect, what no eye can see,
 No glass can reach; *from infinite to thee,
 From thee to nothing. — On superior powers
 Were we to press, inferior † might on ours,
 Or in the full creation leave a void,
 Where, one step broken, the great scale's ‡ destroyed
 From nature's chain whatever link you strike,
 Tenth or ten thousandth, § breaks the chain alike.

And, if each system in gradation roll,
 Alike essential to the amazing whole,
 The least confusion² but in one, not all
 That system only, but the whole must fall.
 Let earth, unbalanced, from her orbit fly,
 Planets and suns run lawless through the sky;
 Let ruling angels from their spheres be hurled,
 Being on being wrecked, and world on world;
 Heaven's whole foundations to their center nod,
 And nature tremble to the throne of God.
 All this dread ORDER break — for whom! for thee?
 Vile worm! O madness! pride! impiety!

What || if the foot, ordained the dust to tread,
 Or hand to toil, aspired to be the head?

* Supply "it [the chain] extends." † That is, "powers might press."

‡ "Scale's" = "scale is." § Supply "it," viz., "striking a link," etc.

|| Supply "would you say," or the like.

A. & P. Gr. — ¹774. 2771.

C. S. Gr. — ¹Lesson 57, Sp. R. 3.

What if the head, the eye, or ear repined
 To serve mere engines to the ruling mind?
 Just as absurd for any part¹ to claim
 To be another in this general frame;
 Just as absurd to mourn the tasks or pains
 The great directing MIND OF ALL ordains.

All are but parts of one stupendous whole,
 Whose body nature is, and God the soul:
 That, changed through all, and yet in all the same,
 Great in the earth, as in th' ethereal frame;
 Warms in the sun, refreshes in the breeze,
 Glows in the stars, and blossoms in the trees;
 Lives through all life, extends through all extent,
 Spreads undivided, operates unspent;
 Breathes in our soul, informs our mortal part,
 As full, as perfect, in a hair as heart;
 As full, as perfect, in vile man that mourns,
 As the rapt seraph that adores and burns:
 To him no high, no low, no great, no small;
 He fills, he bounds, connects, and equals all!

Cease then, nor ORDER imperfection name:
 Our proper bliss depends on what we blame.
 Know thy own point: this kind, this due degree
 Of blindness, weakness, Heaven bestows on thee.
 Submit — In this or any other sphere,
 Secure to be as blest as thou canst bear:
 Safe in the hands of one disposing Power,
 Or² in the natal or the mortal hour.
 All nature is but art, unknown to thee;
 All chance, direction, which thou canst not see;
 All discord, harmony not understood;
 All partial evil, universal good;
 And, spite of Pride, in erring Reason's spite,
 One truth is clear — WHATEVER IS, IS RIGHT. — *Pope.*

EXERCISE XIX.

274. *Invocation to Light.*

Hail, holy Light, offspring of Heaven first-born!
 Or of th' eternal, co-eternal beam?
 May I express thee unblamed? since God is light,
 And never but in an unapproachéd light
 Dwelt from eternity; dwelt then in thee,
 Bright effluence of bright essence increate!
 Or hear'st thou rather, pure ethereal stream,
 Whose fountain who shall tell? Before the sun,
 Before the heavens thou wert, and at the voice
 Of God, as with a mantle, didst invest
 The rising world of waters dark and deep,
 Won from the void and formless infinite.

————— Thee I revisit safe,
 And feel thy sovereign vital lamp: but thou
 Revisit'st not these eyes, that roll in vain
 To find¹ thy piercing ray, and find no dawn;
 So thick a drop serene hath quenched their orbs,
 Or dim suffusion veiled! Yet not the more
 Cease I to wander, where the Muses haunt
 Clear spring, or shady grove, or sunny hill,
 Smit with the love of sacred song: but chief
 Thee, Sion, and the flowery brooks beneath,
 That wash thy hallowed feet, and warbling flow.
 Then feed on thoughts, that voluntary move
 Harmonious numbers; as the wakeful bird
 Sings darkling, and in shadiest covert hid
 Tunes her nocturnal note. Thus with the year
 Seasons return; but not to me returns
 Day, or the sweet approach of even or morn,
 Or sight of vernal bloom, or summer's rose,
 Or flocks, or herds, or human face divine:

A. & P. Gr. — ¹882.

C. S. Gr. — ¹Lesson 66, Sp. R. 6.

But cloud instead, and ever-during dark
Surrounds me! from the cheerful ways of men
Cut off; and for the book of knowledge fair,
Presented with a universal blank
Of nature's works, to me expunged and razed,
And wisdom at one entrance quite shut out!
So much the rather thou, celestial Light!
Shine inward, and the mind through all her powers
Irradiate; there plant eyes; all mist from thence
Purge and disperse; that I may see and tell
Of things invisible to mortal sight. — *Milton.*

EXERCISE XX.

275. Discourse between Adam and Eve.

Now came still evening on, and twilight gray
Had in her sober livery all things clad;
Silence accompanied; for beast and bird,
They to their grassy couch, these to their nests,
Were slunk, all but the wakeful nightingale;
She all night long her amorous descant sung;
Silence was pleased. Now glowed the firmament
With living sapphires: Hesperus, that led
The starry host, rode brightest, till the moon,
Rising in clouded majesty, at length
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw;
When Adam thus to Eve: "Fair consort, the hour
Of night, and all things* now retired to rest,
Mind us of like repose; since God hath set
Labor and rest, as day and night, to men
Successive; and the timely dew of sleep,
Now falling with soft slumb'rous weight, inclines
Our eyelids. Other creatures all day long

* Supply "having."

Rove idle, unemployed, and less need rest;
Man hath his daily work of body or of mind
Appointed, which declares his dignity,
And the regard of Heaven on all his ways;
While other animals unactive range,
And of their doings God takes no account.
To-morrow, ere fresh morning streak the east
With first approach of light, we must be¹ risen,
And at our pleasant labor; ²to reform
Yon flowery arbors, yonder alleys green,
Our walk at noon, with branches overgrown,
That mock our scant manuring, and require
More hands than ours to lop their wanton growth:
Those blossoms also, and those drooping gums,
That lie bestrown, unsightly and unsmooth,
Ask riddance, if we mean to tread with ease.
Meanwhile, as nature wills, night bids us rest."

To whom thus Eve, with perfect beauty adorned:
"My author and disposer, what thou bidd'st,
Unargued I obey; so God ordains;
God is thy law, thou mine; to know no more
Is woman's happiest knowledge and her praise.
With thee conversing, I forget all time:
All seasons and their change, all please alike.
Sweet is the breath of morn, her rising* sweet,
With charm of earliest birds; pleasant* the sun
When first on this delightful land he spreads
His orient beams, on herb, tree, fruit, and flower,
Glistening with dew; fragrant the fertile earth
After soft showers; and sweet the coming on
Of grateful evening mild: then silent night,
With this her solemn bird, and this fair moon,
And these the gems of heaven, her starry train:

* Supply "is."

A. & P. Gr. — ¹ 1048. 7. ² 882.

C. S. Gr. — ² Lesson 66, Sp. R. 6.

But neither breath of morn, when she ascends
With charm of earliest birds ; nor rising sun
On this delightful land ; nor herb, fruit, flower,
Glistening with dew ; nor fragrance after showers ;
Nor grateful evening mild ; nor silent night,
With this her solemn bird ; nor walk by moon
Or glittering starlight — without thee is sweet.
But wherefore all night long shine these ? for whom
This glorious sight, when sleep hath shut all eyes ? ”

To whom our general ancestor replied, —
“ Daughter of God and man, accomplished Eve !
These have¹ their course to finish round the earth
By morrow evening ; and from land to land,
In order, though to nations yet unborn,
Ministering light prepared, they set and rise,
Lest total darkness should by night regain
Her old possession, and extinguish life
In nature and all things ; which these soft fires
Not only enlighten, but with kindly heat
Of various influence, foment and warm,
Temper or nourish ; or in part shed down
Their stellar virtue on all kinds that grow
On earth,* made hereby apter to receive
Perfection from the sun’s more potent ray.
These, then, though unbeheld in deep of night,
Shine not in vain ; nor think, though men were² none,
That heaven would want spectators, God want praise :
Millions of spiritual creatures walk the earth
Unseen³ both when we wake and when we sleep.
All these, with ceaseless praise, his works behold,
Both day and night. How often, from the steep
Of echoing hill or thicket, have we heard
Celestial voices to the midnight air,

* Supply “ being.”

Sole, or responsive each to other's note,
Singing their great Creator? Oft in bands,
While they kept watch, or nightly rounding walk
With heavenly touch of instrumental sounds,
In full harmonic number joined, their songs
Divide the night, and lift our thoughts to heaven."

Thus talking, hand in hand, alone they passed
On to their blissful bower —————

————— There arrived, both stood,
Both turned; and under open sky adored
The God that made both sky, air, earth, and heaven,
Which they beheld, the moon's resplendent globe,
And starry pole. "Thou¹ also mad'st the night,
Maker Omnipotent, and thou the day,
Which we, in our appointed work employed,
Have finished, happy in our mutual help
And mutual love, the crown of all our bliss
Ordained by thee; and this delicious place,
For us too large, where thy abundance wants
Partakers, and uncropped falls to the ground;
But thou hast promised from us two a race,
To fill the earth, who shall with us extol
Thy goodness infinite, both when we wake,
And when we seek, as now, thy gift of sleep." — *Milton*.

PART III.

COMPOSITION.

276. *Composition* is the art of expressing our thoughts by means of language.*

277. *Grammar* becomes an aid to composition when, by its study, we are made familiar with the *laws of language*, so as to be able readily and correctly to *apply them*.

278. In order to *correct* and *elegant writing*, four things are requisite:—

1. An adequate *knowledge of the subject* we propose to elucidate, embracing its facts and its relation to other subjects of thought, *i. e.* the material of composition.

2. The second essential consists in a clear and methodical *arrangement* of the ideas we wish to present.

3. *Thorough acquaintance with the language* in which we write, embracing its lexicology and grammar. This, in its highest sense, can be acquired only by large experience and a careful and critical study of the best authors.

4. Such familiarity with the *principles of style* as will enable us, in the form of language used, and in the general man-

* Just as spoken language is used practically for many years before any formal attempt is made to teach it, so the habit of writing should be commenced as soon as the child can read the simplest sentences and master the forms of the letters.

Much practice should then ensue, which the skillful teacher will not fail to turn to good account, so that the pupil will, unconsciously, and as a part of the discipline of the primary school, form the habit of expressing his thoughts in writing as well as in speech.

agement of our theme, to conform to the requirements of a correct taste.

279. Composition, then, is a *practical* art, whose best guide is experience, requiring culture, study, and thought in the selection and preparation of its material, and care and judgment in arranging methodically the different divisions of our subject, and in unfolding them in logical order.

280. In training the pupil to habits of correct and elegant writing, a variety of means may be used, among which we instance the following:—

1. The framing of sentences, after specific models, to familiarize the pupil with the use of certain sentential elements.
2. Copying from the best authors.
3. Dictation exercises.
4. Reproduction.
5. Impromptu composition.
6. Paraphrase.
7. Formal essays, including, also, letters and other forms of original composition.
8. The critical study of standard authors, in stated exercises, to discover and correct errors and infelicities of expression; and the reconstruction of such portions as are faulty.

I. Framing Sentences.

281. 1. With a *given subject*, which may be either a single word or an extended phrase or clause, let the pupil write a proper predicate, as follows:—

House. Rose. The good man.

The *house* stands by the side of the road.

The *rose* grows in the garden.

A *good man* will be loved by all.

2. With a given *predicate* supply a proper subject; as,—

———— grows in the meadows.

———— plows his field.

———— is queen of England.

———— discovered America.

3. Take a sentence in its *simplest form* (35) (grammatical subject and verb), and expand it.

(a.) By adjectives and adjective adjuncts, to limit the subject (123).

(b.) By adverbs, adverbial phrases, or clauses (125).

(c.) By words, phrases, or clauses, to limit the object or the attribute (66).

NOTE. In exercises of this nature, an important element is their *freshness*. A skillful teacher can readily furnish material as it is needed, either upon the blackboard, for oral or written exercises, or by dictation to the pupils. Such new, fresh material is to be preferred to any prepared beforehand in the textbook. The latter is almost universally dull and irksome, and its study is looked forward to as a task.

II. Copying.

282. In this exercise, absolute accuracy should be aimed at — the acquisition of such skill as will render the pupil positive and certain in the mechanical execution; while at the same time he cultivates neatness and dispatch in penmanship.

283. The work of copying may be variously supplemented by familiar questions as to the meaning of the author, the use of particular words or phrases, or it may be made an exercise in analysis and parsing.

III. Dictation Exercises.

284. The value of written exercises in mastering the orthography of the language is universally conceded. They are of no less importance, considered as a means of making the pupil familiar by practice with the forms of language, and giving him facility in the mechanical part of composition, as well as affording the very best drill in punctuation, the use of capitals, etc.

General Suggestions.

1. *Method.* The class being properly seated, as for recitation, with slate and pencil in hand, the teacher reads deliberately, and distinctly, and slowly enough for all to follow, selected sentences,

or a continuous narrative,* adapted to the capacity of the pupils. The exercise should not be too long, and ample time must be allowed for thorough correction and discussion.

2. When the writing is completed, the pupils change slates, and the teacher, with one of the slates in hand, revises the entire work.

(a.) *The spelling.* The teacher pronounces the words in order, or such of them as may be deemed sufficient, and each pupil in turn spells a word orally, the class meanwhile noting upon the slates all errors of spelling.

(b.) *The punctuation and use of capitals* receive similar attention, in such form as the judgment of the teacher may suggest.

(c.) Familiar questions upon the *meaning of particular words or phrases* are not inappropriate for the most elementary class, and may be made both interesting and profitable.

(d.) If the class is somewhat advanced, attention may be given to the *analysis of derivative* words.

(e.) Exercises, as occasion may serve, in *transposition*, substitution of synonymous words or phrases, variety of expression, grammatical analysis, etc.

IV. *Reproduction.*

285. Among the most important auxiliaries to composition, especially in the early stages of the pupil's work, is *reproduction*. For this purpose may be used brief narratives, or familiar oral lessons in natural history, biography, trades, etc.

As a stated exercise, the teacher, or a member of the class, may read a short narrative, or other selection, or relate a story or incident. The pupils then write out from memory in their own language the substance of what was read or related to them.

* In the first efforts at writing from dictation, the exercise may consist of detached words from the spelling-book, or, better still, from the reading lesson.

When the pupil can write with a good degree of rapidity, the dictation exercises should, for the most part, embrace continuous discourse—the selections being adapted to his capacity, and exhibiting the best models.

This exercise should at the first be brief, but may be extended as the pupils acquire skill.

The daily lessons of the school room, in geography, history, etc., will furnish additional material for such brief essays in reproduction.

In subsequent lessons, an outline may be given by the teacher, and the pupils be encouraged to enlarge by adding such information as they themselves possess, or can derive from other sources.

V. Impromptu Composition.

286. For the purpose of giving readiness and celerity in composition, and compelling abstraction of the mind from every other interest save that in hand, there is no exercise of greater value than that of *impromptu composition*.

1. *Method.* Let the pupils of a class be seated in order, with slate and pencil, or other writing material in hand. When all are in readiness, the teacher announces a simple theme adapted to the capacity of the class, and at a signal all begin to write. At the expiration of three, five, or ten minutes, upon the giving of another signal, all cease. No emendations are now to be made.

2. The teacher may now call upon one and another of the pupils to read what they have written, and when a little confidence has been created by experience, the pupils, and afterwards the teacher, may, in a kindly spirit, criticise the several performances, and make such suggestions as seem pertinent.

3. After a time, these impromptu exercises may be made a drill preliminary to a more elaborate essay on the same subject, to be written out by each pupil.

4. The time allotted, and the particular methods employed, may be varied as each teacher's genius and experience, and the wants of the class, may dictate.

VI. Paraphrase.

287. Paraphrase is a *free translation*, by which the sense is expressed in *other language*, and may be amplified.

288. The following cases may be adduced : —

1. By *transposition of words*, as the active for the passive, or the passive for the active voice ; as, —

“Cæsar conquered Gaul” — “Gaul was conquered by Cæsar.”

(a.) The *active* form is to be preferred : —

(1.) When the object of a transitive verb is an infinitive followed by a substantive ; as, —

“He *intended* to purchase a house ;” not —

“A house was intended to be purchased by him.”

(2.) When the object is a general term, limited by a phrase or clause following ; as, —

“He *saw* the necessity of prompt attention to the matter ;” not —

“The necessity of prompt attention to the matter was seen by him.”

(3.) When the object is a propositional clause ; as, —

“He *knew* that the battle had been lost ;” not —

“It was known by him that the battle had been lost ;” or —

“That the battle had been lost was known by him.”

(b.) The *passive* form is preferable in the following cases : —

(1.) When the agent is followed by a *long relative clause* ; as, —

“He *was admitted* into this institution by some gentlemen who had been his father’s oldest friends, and who had long watched over his interests.”

(2.) When the agent is not known, or unimportant, or understood to be persons in general ; as, —

“The Romans *were considered* good soldiers.”

“It may easily be conceived how reluctant we were to return.”

“The righteous are held in everlasting remembrance.”

2. By the *expansion* of a word into a phrase, or the contraction of a phrase into a single word ; as, —

“*Diligent* boys improve *rapidly*” — “Boys of *diligent habits* improve *with great rapidity*.”

Considerable amplification may be admitted in the exercises under this head.

3. The expansion and contraction of *clauses in sentences* ; as, —

"I know *him to be a wise man*" — "I know *that he is a wise man.*"

"When *Cæsar had crossed the Alps*, he passed into Italy" — "Having *crossed the Alps*, Cæsar passed into Italy." (B. G. 649, 650.)

4. *Changes* of words or phrases for others of the same meaning.

5. *Recast of sentences*, using any word or style, so as to convey the meaning. Under this head, change verse into prose. (See 291. III.)

6. Taking a given sentence or expression as a *theme* or text, to be expanded at pleasure.

This last admits of great variety of exercise.

EXERCISES.

289. Change the following into the passive form: —

1. "False accusations can not diminish his real merit."

"Them that honor me, I will honor."

"Religion gives order and liberty to the world."

"The audience received the new play with rapturous applause."

"The armies of the French emperor overran the whole country, and stripped the poor peasants of all their possessions."

2. Substitute phrases or clauses for the words in Italics: —

"*Good* men are only *free*; the rest are *slaves*."

"*Hidden* dangers are always the most difficult to avoid."

"The wise man applauds the *most virtuous*; the rest of the world him who is *richest*."

"*Diligent and persevering effort* will easily accomplish any *desired end*."

"The *honest man* will be respected."

3. Extend the following abridged propositions: —

"*What to do* I know not."

"*The war being at an end*, the troops were disbanded."

"We hold *these principles to be* self-evident."

"God rewards *the good* and punishes *the bad*."

"This vigorous measure was an *unexpected* blow to the Parlia-

ment. The power of the crown became at this time *irresistible*."

4. Change the words and phrases in *Italics* for others of the same sense.

"Never had I *beheld* such a *warring* of the elements."

"*Integrity* is the *best defense* against the *ills* of life."

"Every man is known by his *principles*."

"Give me a *retired* life, a *peaceful* conscience, *honest* thoughts, and *virtuous actions*, and I can *pity* Cæsar."

"*All things were made by him*, and without him was not anything *made that was made*."

5. Recast the following, to express the same meaning:—

"Let another man praise thee, and not thine own mouth; a stranger, and not thine own lips."

"Without reputation, gold has no value, station no dignity, beauty no charm, age no reverence."

"The citizens of America celebrate that day which gave birth to our liberties."

* * For other examples, see 243, 244.

Variety of Expression.

290. The following examples * will serve to exhibit the great *variety of forms* in which the same thought may be expressed:—

I. By *transposition of clauses*:

I. (1.) "That greatness of mind which shows itself in dangers and labors, if it wants justice, is blamable."

(2.) "If that greatness of mind which shows itself in dangers and labors is void of justice, it is blamable."

(3.) "That greatness of mind is blamable, which shows itself in dangers and labors, if it wants justice."

(4.) "If that greatness of mind is void of justice, which shows itself in dangers and labors, it is blamable."

(5.) "That greatness of mind is blamable, which shows itself in dangers and labors, if it is void of justice."

* From Murray's *English Exercises*.

(6.) "If it wants justice, that greatness of mind which shows itself in dangers and labors is blamable."

II. (1.) "Let us not conclude, while dangers are at a distance and do not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them."

(2.) "Unless we use the necessary precautions to prevent dangers, let us not conclude, while they are at a distance and do not immediately approach us, that we are secure."

(3.) "Unless we use the necessary precautions to prevent dangers, let us not conclude that we are secure while they are at a distance and do not immediately approach us."

(4.) "Let us not conclude that we are secure, while dangers are at a distance and do not immediately approach us, unless we use the necessary precautions to prevent them."

(5.) "While dangers are at a distance and do not immediately approach us, let us not conclude that we are secure, unless we use the necessary precautions to prevent them."

291. Similarly transpose the following:—

"I am willing to remit all that is past, provided it may be done with safety."

"He who made light to spring from primeval darkness will make order, at last, to arise from the seeming confusion of the world."

II. By the use of *synonymous* clauses, phrases, and words:

I. (1.) "He who lives always in the bustle of the world lives in a perpetual warfare."

(2.) "To live continually in the bustle of the world, is to live in a perpetual warfare."

(3.) "By living constantly in the bustle of the world, our life becomes a scene of contention."

(4.) "It is a continual warfare to live perpetually in the bustle of the world."

(5.) "The hurry of the world, to him who always lives in it, is a perpetual conflict."

(6.) "They who are constantly engaged in the tumults of the world are strangers to the blessings of peace."

II. (1.) "A man of polite imagination is let into a great many pleasures *that the vulgar are not capable of receiving.*" — *Addison.*

(2.) "———— a great many pleasures *not open to the vulgar.*"

III.

(1.) "The Lord ruleth me; and I shall want nothing;
He hath set me in a place of pasture;
He hath brought me up on the water of refreshment;
He hath converted my soul." — *Douay Bible.*

(2.) "The Lord is my shepherd: I shall not want;
He maketh me to lie down in green pastures;
He leadeth me beside the still waters;
He restoreth my soul;
He leadeth me in the paths of righteousness for his
name's sake." — *English Bible.*

(3.) "The Lord is my shepherd; no want shall I know;
I feed in green pastures, safe folded I rest;
He leadeth my soul where the still waters flow,
Restores me when wandering, redeems when oppressed."
— *Montgomery.*

(4.) "The Lord my pasture shall prepare,
And feed me with a shepherd's care;
His presence shall my wants supply,
And guard me with a watchful eye;
My noonday walks he shall attend,
And all my midnight hours defend." — *Addison.*

IV. (1.) "The sun had scarcely begun to shed his beams upon the summits of the snowy mountains which rise above Granada, when the Christian camp was in motion." — *Irving.*

(2.) "The Christian camp was in motion as soon as the sun had [or, when the sun had scarcely] begun to shed his beams upon the snowy mountains," etc.

(3.) "Early in the morning the Christian camp was astir."

(4.) "A range of snow-capped mountains rises above Granada. Their tops were scarcely illumined by the rising sun, before the Spanish force broke up their camp and prepared for the assault."

In the same way vary the following : —

“The spirit of true religion breathes gentleness and affability.”

“The advantages of this world, even when innocently gained,” are uncertain blessings.”

Criticism.

292. Take a selection from some standard author, and by apt questioning, or otherwise, discover its *points of excellence*, as well as its *defects*. At the first, select some important particular as the sole object of scrutiny; follow this by others; and when the class is advanced enough, let the exercise be made more general.

293. The following, among other points, may receive attention : —

1. The right *use of words*, to convey clearly the sense.
2. *Active* for passive, or *passive* for active form.
3. The *position of clauses*.
4. Whether sentences are too *diffuse*. What improvement can be made by *condensation*.

(a.) Change of *relative clauses* for adjectives or adjunct phrases.

(b.) Change of *members* in compound sentences for dependent clauses.

(c.) Change of *conditional clauses*, substituting an infinitive or a participle with the case absolute. (**131.**)

5. What improvement can be suggested in the general *management* of the theme.

The Essay.

294. The regular composition of themes or essays, requires that the pupil first have a *thorough knowledge* of the subject he proposes to discuss; that he carefully consider the *various heads* under which it should be *arranged*, as well as their connection, and their dependence upon each other.

295. Mr. Graham* suggests the following *outline* of “the

* Art of Composition, p. 226.

various heads under which subjects for themes are generally treated: —

“1. The definition or proposition. 2. The judgment or opinion. 3. The cause or reason. 4. The confirmation. 5. The simile or comparison. 6. The example. 7. The quotation. 8. The conclusion.”

EXAMPLES.

296. In addition to the examples presented in the grammar,¹ the following are suggested: —

I. On Courage.

Definition. The results to its possessor. Why? Is it a natural quality, or acquired? Reflections. May courage be perverted? Conclusions.

II. On Contentment.

Characteristics of a contented mind. Temptations to discontent. Contrast between a contented and a discontented state of mind. What is the end of our being? therefore, motives for contentment. Comparison with the condition of others. The wisdom of Providence. The daily blessings of life. The power of habit upon mind and body. The evils of discontent. Deduction.

III. On Government.

Definition. Its origin. Necessary effects of anarchy. Earliest mode of government — whence deduced. What qualities give one man power over others? Different forms of government. Illustrate or define each. Advantages, disadvantages, etc. What government in this country? Its advantages. Conclusion.

*IV. The Rise and Progress of Language.**

1. LANGUAGE.

(a.) Its signification. (b.) Its present state. (c.) Its origin. (d.) The first method of communicating thoughts. (e.) The principle upon which language was formed.

* Blair's Rhetoric. Lecture VI.

2. PRONUNCIATION.

(a.) Inflections. (b.) Gestures.

3. THE CHARACTER OF LANGUAGE CHANGED.

4. THE STYLE OF EARLY LANGUAGES.

(a.) The employment of figures. (b.) These reasonings confirmed. (c.) The origin of Prose.

Letter Writing.

297. No kind of writing is less subject to the rules of art than that of correspondence. More than any other, letters are a transcript of the individual life, and exhibit the characteristics of our individual style.

There are, however, some *general forms* which good taste and usage enjoin. Among the points to be noted are the following:—

1. The *date*, including generally the name of the place from which the letter is written.

2. The *address*, which may also embrace the *name* of the person or party for whom the letter is intended.

3. The *body of the letter*.

(a.) The introduction.

(b.) The information we design to communicate.

4. The *complimentary closing* and *signature*.

5. The *folding* and *superscription*.

298. The following are examples:—

Brooklyn, N. Y., Aug. 28, 1869.

S. G. Williams, Esq.,

Cleveland, O.

Dear Sir:

(Body of the letter.)

Very truly, yours,

John Jones.

Or thus : —

*S. G. Williams, Esq.,
Cleveland, O.*

Dear Sir:

(Body of the letter.)

Respectfully, yours,

John Jones.

Brooklyn, N. Y., Aug. 28, 1869.

Another form : —

Brooklyn, N. Y., Aug. 28, 1869.

My dear Sir:

(Body of the letter.)

Your obedient Servant,

John Jones.

S. G. Williams, Esq.,

Cleveland, O.

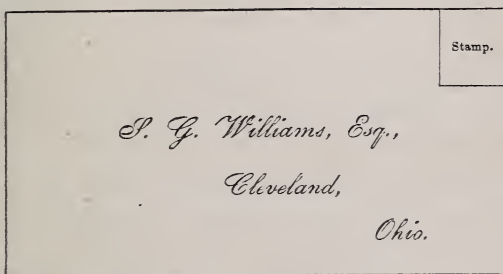
299. The pupil should study neatness in the mechanical arrangement of the different parts of the letter, so that the effect shall be pleasing.

300. No carelessness or slovenliness in penmanship is ever admissible. That some eminent men are thus slovenly, only goes to show that they are by so much less eminent.

301. The style should be easy and natural; and, in business

letters especially, simple, direct, and perspicuous — so as to be readily and perfectly understood.

302. The superscription, occupying the lower half of the envelope, should always be carefully and plainly written. The following is an example: —



Style.

303. The manner in which we express our thoughts is called *style*.

304. The same thought may be expressed in a *variety of ways*. (See 290.)

305. The *character of our style*, though determined chiefly by our manner of thought, is susceptible of cultivation, or may be more or less modified, in view of the *effect* we design to produce upon those whom we address.

306. The *requisites* of a good style are, that such language be used as shall *convey our ideas clearly* to the minds of others, and at the same time in such a dress as, by *pleasing* and *interesting* them, shall most effectually strengthen the impressions which we seek to make.

307. All the *qualities of a good style*, says Blair,* may be ranged under two heads, *perspicuity* and *ornament*.

* Rhetoric. Lecture X.

Choice of Words.

308. *Perspicuity* consists in the use of such words as to convey to others the exact ideas intended. It comprises *purity*, *propriety*, and *precision*.

309. *Purity* consists in the use of such words and such arrangement of them as are consistent with the *idiom* of the language.

310. *Propriety* is the selection of such words as, according to their *established usage*, most clearly, forcibly, and elegantly express the sense intended to be conveyed.

311. *Precision* rejects superfluous words, and carefully discriminates between words usually accounted *synonymous*.

The following examples will serve for illustration : —

Custom, habit. Custom respects the action; habit the actor. By custom, we mean the frequent repetition of the same act; by habit, the effect which that repetition produces on the mind or body. By the *custom* of walking often in the streets, one acquires the *habit* of idleness.

Pride, vanity. Pride makes us esteem ourselves; vanity makes us desire the esteem of others. It is just to say that a man may be too *proud* to be *vain*.

Entire, complete. A thing is entire, by wanting none of its parts; complete, by wanting none of the appendages which belong to it. A man may have an *entire* house to himself, and yet not have one *complete* apartment.

Surprised, astonished, amazed, confounded. — I am surprised at what is new or unexpected; I am astonished at what is vast or great; I am amazed at what is incomprehensible; I am confounded by what is shocking or terrible.

Let the pupil similarly discriminate in the use of the following, and write sentences illustrating their proper use : —

Austerity, severity, rigor. Desist, renounce, quit, leave off. Haughtiness, disdain. To distinguish, to separate. To weary, to fatigue. To abhor, to detest. To invent, to discover. Tran-

quillity, peace, calm. A difficulty, an obstacle. Wisdom, prudence. Enough, sufficient. To acknowledge, to avow, to confess. To expect, to hope. Occasion, opportunity. Character, reputation. Position, attitude. Haste, speed, hurry, despatch. Weary, fatigue. Esteem, appreciate, value, prize.

1. The *language*, both as to the selection of words and the arrangement and connection of clauses, should be adapted to the *nature* of the theme.

2. As a general rule, *short words* are to be preferred, and of *Saxon* rather than of Latin origin.

“No man may put off the law of God” is better than —

“No individual is permitted to defer compliance with the obligation imposed upon him to render obedience to God’s requirements.”

3. Sometimes the *dignity* and majesty of the theme, on the principle of “sound adapted to the sense,” requires a more pretentious form of words.

Structure of Sentences.

312. In the structure of *sentences* attention should be given to the following: —

1. Clearness and precision. 2. Unity. 3. Strength. 4. Harmony.

I. *Clearness and precision*, in addition to the selection of proper words, demands that they be so placed in relation to each other as to avoid any *ambiguity*. Liability to error in this particular is most common: —

(a.) In the *position of the adverb*¹ (193);

(b.) In the arrangement of *subordinate clauses and phrases*² (134).

II. *Unity* requires that every sentence have but *one* predominant *object of thought*. When there is no dependence or relation save that of natural sequence in discourse, successive propositions should be stated in separate sentences.

III. *Strength* may be defined as such a disposition of

A. & P. Gr. —¹936-943. ²754-759; 817.

the several words and members as shall bring out the *sense* to the best advantage; as shall render the impression which the period is designed to make, most *full* and *complete*, and give to every word and every member their due weight and force.

1. Reject *redundant* words and members.

2. Arrange the *most important words* so that the collocation shall bring them into prominence.

3. In the arrangement of the several *members and clauses*, a weaker proposition should rarely follow a stronger one, and when a sentence consists of two members, it should generally close with the longer.

4. In complex sentences, especially those containing conditional clauses, the *subordinate clause* should generally stand first, and the sentence should close with the principal statement. Compare the following:—

“A man will keep my words, *if he love me.*”

“*If a man love me*, he will keep my words.”

“He was very sorrowful *when he heard this.*”

“*When he heard this*, he was very sorrowful.”

5. In long sentences containing a number of limiting phrases or clauses, care must be taken that the expressions most nearly *related in thought* be brought the most *closely together*.*

6. Avoid closing a sentence with an adverb, preposition, or any *inconsiderable* word; as,—

“Generosity is a strong virtue, which many persons are fond of.”

7. In *comparative* sentences, and in those in which any resemblance or opposition is to be expressed between different

* Herbert Spencer cites the following as an instance:—

Faulty Arrangement.—“A modern newspaper statement, though probably true, would be laughed at, if quoted in a book as testimony; but the letter of a court gossip is thought good historical evidence, if written some centuries ago.”

Correct Arrangement.—“Though probably true, a modern newspaper statement quoted in a book as testimony, would be laughed at; but the letter of a court gossip, if written some centuries ago, is thought good historical evidence.”

objects, care should be taken to preserve some *resemblance* in the language and construction.*

IV. *Harmony* in the structure of sentences is attained by the use of such words as in themselves and in their succession in the sentence are grateful to the ear and adapted to the sense.

I. In the *choice* and *arrangement* of words, without regard to expression.

(a.) In the *choice* of words, wherever possible without obscuring the sense, regard should be paid to a pleasing succession of consonant and vowel, long and short sounds. Long and short words may very happily alternate, unless something in the nature of the thought seems to demand a predominance of the one or the other.

(b.) In the *arrangement* of words, a due regard being paid to strength, as presented (in 312. III., *ante*), that arrangement is generally to be preferred which is easiest and most agreeable to the organs of speech.

(1.) The *longest* members of a period, and the longest and most sonorous words, should generally come at the *close* of the sentence.

(2.) *Long* and *short sentences* may appropriately alternate.

(3.) Words should not, however, be used *merely for sound*; such use weakens the force; and affectation of harmony becomes a blemish rather than a grace.

EXAMPLES.

“The Accusing Spirit, which flew up to heaven’s chancery with the oath, blushed as he gave it in; and the Recording Angel, as he wrote it down, dropped a tear upon the word, and blotted it out forever.” — *Sterne*.

* The following is an elegant example of this rule from Pope’s *Homer* :—

“Homer was the greater genius; Virgil the better artist: in the one we most admire the man; in the other, the work. Homer hurries us with a commanding impetuosity; Virgil leads us with an attractive majesty. Homer scatters with a generous profusion; Virgil bestows with a careful magnificence. Homer, like the Nile, pours out his riches with a sudden overflow; Virgil, like a river within its banks, with a constant stream.”

“We shall conduct you to a hill-side, laborious indeed at the first ascent; but else so smooth, so green, so full of goodly prospects and melodious sounds on every side, that the harp of Orpheus was not more charming.” — *Milton*. “Education.”

II. The *sound* adapted to the *sense*, that is, such a choice of words as to produce a resemblance to the sounds we mean to describe, or in some sense suggest to the ear effects analogous to those with which we seek to impress the mind.

EXAMPLES.

“And see! she stirs!

She starts, — she moves, — she seems to feel
The thrill of life along her keel;
And, spurning with her foot the ground,
With one exulting, joyous bound,
She leaps into the ocean’s arms!”

— *Longfellow*. “The Building of the Ship.”

“On a sudden, open fly,
With impetuous recoil and jarring sound,
Th’ infernal doors, and on their hinges grate
Harsh thunder, that the lowest bottom shook
Of Erebus.” — *Par. Lost*, B. II., Line 879.

“Heaven opened wide
Her ever-during gates, harmonious sound,
On golden hinges moving, to let forth
The King of glory, in his powerful Word
And Spirit coming to create new worlds.”

— *Id.*, B. VII., L. 205.

Figurative Language.

313. By *figurative language*, is meant a mode of speech in which words are changed from their primitive or literal sense; generally the expression of abstract or *immaterial* ideas by images or pictures from the *material world*.*

* For a brief account of the most usual figures of speech, see A. & P. Gr. 1045-1047.

314. In *prose composition*, or ordinary discourse, figures should be *sparingly used*, and never except when their use serves to give vivacity, force, or beauty, or happily illustrate what is said.

315. Sometimes an *apothegm*, in the form of *simile* or *metaphor*,¹ presents a more apt and forcible statement than can be made by any formal description. Of this nature are many proverbs and familiar phrases in common use.

316. *Figures* should be *natural*, and adapted to the subject they are used to enforce or illustrate.

317. When a figure has answered the reasonable purpose of the use, it must be discontinued — any forced extension of its application should be avoided.

318. *Literal* and *figurative* language must not be blended together; as, —

“I intend to use these words in the *thread* of my *speculations*.”

The following is elegant and consistent: —

“In peace, thou art the gale of spring; in war, the mountain storm.” — *Ossian*.

319. *Two* different figures *should not meet* on one object; as, —

“I *bridle* in my struggling muse with pain,
That longs to *launch* into a bolder strain.”

The muse can not be at the same time both a horse and a ship.

“No human happiness is so *serene* as not to contain any *alloy*.”

“Hope, the *balm* of life, *darts a ray of light* through the darkest gloom.”

Several *different* figures *should not generally succeed* each other on the same object.

Varieties of Style.

320. *Style* may be characterized as diffuse or concise, lean or copious, florid or plain, dry or rich, nervous or feeble, stately or familiar, terse or loose, elegant or barbarous,* etc.

* A full account of the different qualities of style belongs properly to a treatise on rhetoric, and can not be taken up in this elementary treatise.

321. Among these, it is of special moment for young writers to exercise sound judgment in the use of the two following:—

1. A *diffuse* style amplifies the thought, places it in a variety of lights, and admits of a profusion of ornament and illustration. When too extreme, it is apt to become weak and languid.

2. The *concise* style expresses the thought in the fewest words possible, selects words for their force and terseness, and deals in short, pointed periods. In excess, it becomes abrupt and obscure.

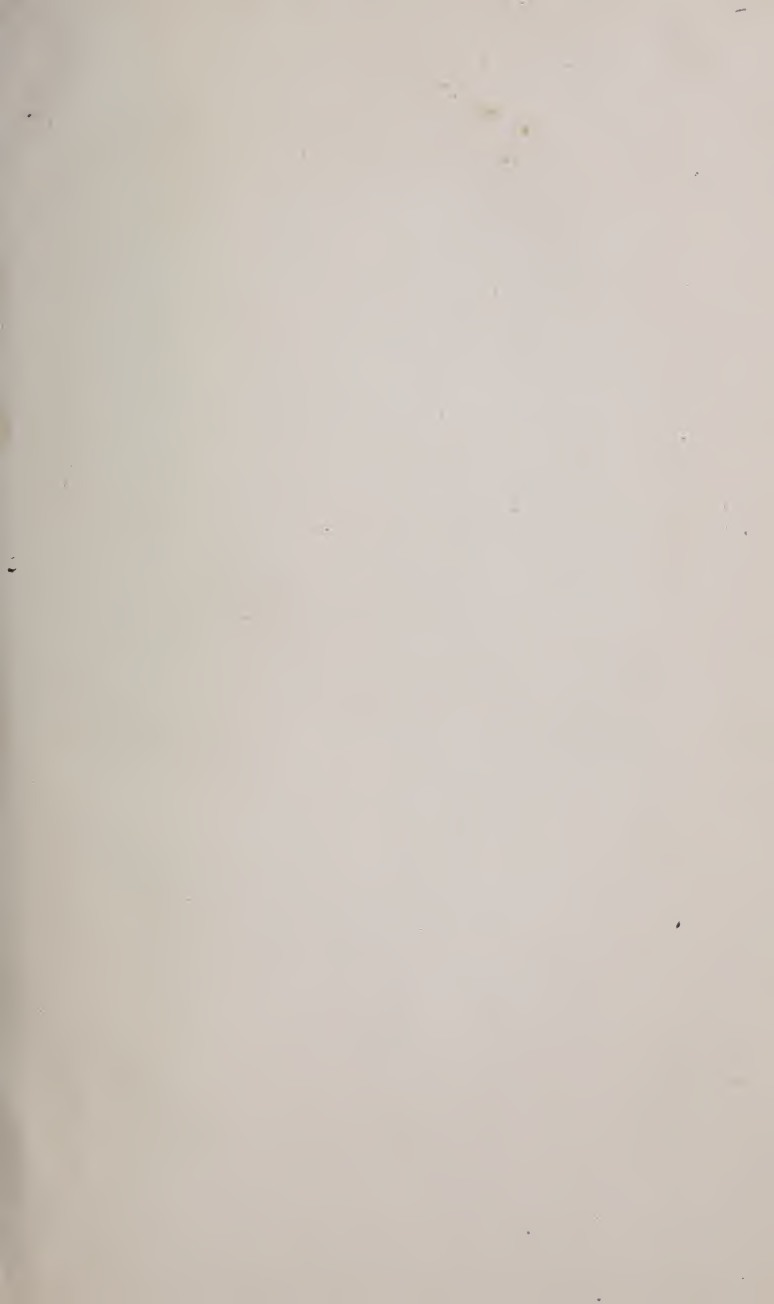
Punctuation and Capitals.

322. The concise, but judicious, directions given in the grammars of this series for *punctuation*¹ and the use of *capital letters*,² make any *resumé* of those subjects in this treatise unnecessary.

After all the rules that can be given, though copiously illustrated, *punctuation* is still a matter whose most valuable lessons are those of *observation* and *experience*.

A. & P. Gr.—¹984-1038. ²77, 78.

C. S. Gr.—¹Lesson 77. ²78.



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